



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

135576 - Martensdale-St. Marys TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 09/22/2015 9:29 AM

Primary Contact

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City State/Province Postal Code/Zip

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: Martensdale-St. Marys CSD

Organization Type: K-12 Education

DUNS: 10-064-8971

Organization Website: www.mstm.us

Address: 390 Burlington
Martensdale Iowa 50160
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Phone: 641-764-2466
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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Tom Wood
Title Superintendent
Organization Martensdale-St.Marys CSD

If you are an individual, please provide your First and Last Name.

Address 390 Burlington

City/State/Zip* Martensdale Iowa 50160
City State Zip

Telephone Number 641-764-2466

E-Mail tom_wood@mstm.us

Fiscal Officer/Agent

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

Name Jill Gavin
Title Business Manager
Organization Martensdale-St.Marys CSD

Address 390 Burlington

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County(ies) Participating, Involved, or Affected by this Proposal	Madison County, Warren County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	13
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	25, 26
<i>District Map</i>	

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.

All students and staff will be served under this grant regardless of minority status.

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. **Tom Wood**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Martensdale-St Marys Community School District**

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

County-District Number **52-3141**

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Name of Superintendent **Tom Wood**

Telephone Number **641-764-2466**

E-mail Address **tom_wood@mstm.us**

Street Address **390 Burlington**

City **Martensdale**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50160**

TLC Application Contact

Honorific

Name of TLC Contact **Tom Wood**

Telephone Number **641-764-2466**

E-mail Address **tom_wood@mstm.us**

Street Address **390 Burlington**

City **Martensdale**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50160**

Demographic Profile

October 2014 Certified Enrollment **537**

October 2014 Free/ Reduced Lunch % **22**

AEA Number **4122**

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)

Martensdale-St. Marys Schools: Small Community...Huge Results

The mission of the Martensdale-St. Marys School District is: *Provide a safe and progressive learning environment to enhance student growth.* Our mission is a statement describing a student-centered environment focused on improvement. The Teacher Leadership and Compensation Plan that has been developed by our community can only enhance this mission as well as the overall goal of all schools: educating students in the 21st century.

Ongoing professional development in our district has helped us adhere to our mission and goals. That learning has centered on the following:

- Analyzing student data through Professional Learning Communities
- Using data to inform decisions
- Researching best practices in early literacy
- Improved methods to meet individual student needs
- Studying and implementing ways teachers can learn from each other
- Implementing the Iowa Core with fidelity

While these ideas span a variety of topics they are still essentially aimed at one thing: how we can better serve students. We have seen success by empowering teachers in informal leadership roles and are now looking at making roles formal to take the next step forward. We have quality teachers who can learn from each other, and we hope to capitalize on this resource by implementing our proposed TLC Plan.

Vision of the Martensdale-St. Marys TLC Plan

Our vision is to develop teacher leaders in order to improve student learning by engaging in high-leverage instructional practices supported by coaching, collaboration, and mentoring.

Goals of the Martensdale-St. Marys TLC Plan

- Improve learning experiences by implementing effective, research-based instructional practices and assessment methods that aid in achieving district goals
- Provide system-level leadership opportunities for a minimum of 25% of staff.
- Engage teacher leaders in focused professional development to foster relationships with staff, guide colleagues in improvement efforts, and serving as additional resources for teachers
- Maximize teacher leadership roles to provide targeted, specific professional development and instructional improvements to align with district vision, mission, and goals
- Use collaborative leadership opportunities through mentoring, modeling, and coaching to improve student learning

Leadership Roles

In our district 12 teachers make up 25% of the total certified staff.

(1) Curriculum Leader

- No teaching assignment
- 15 extra days plus some evening meetings
- \$10,000 stipend
- Primary duties:
 - Establish annual goals and measurable outcomes
 - Conduct regular audits of curriculum documents to ensure completion, accuracy, and alignment
 - Assist PD Leader in planning professional learning activities when appropriate
 - Provide direction and training for Curriculum Instructional Coaches
 - Provide regular updates to administration and school board of progress toward goals and outcomes

(2) Curriculum Instructional Coach

- Full teaching assignment
- 10 extra days

- \$5,000 stipend
- Primary duties:
 - Serve as model teachers for implementation of Iowa Core components
 - Meet with grade level or content area teams to support curriculum review and revision process
 - Assist in audit of current curriculum documents

(1) PD Leader

- No teaching assignment
- 15 extra days plus some evening meetings
- \$10,000 stipend
- Primary duties
 - Establish annual goals and measurable outcomes for professional learning
 - Collaborate with building- and district-level leadership to plan and implement professional learning commensurate with district needs
 - Provide direction and necessary training for PD Instructional Coaches
 - Create opportunities for license renewal credits associated with professional learning
 - Engage in active searches for training/conferences relevant to professional learning initiatives
 - Provide regular updates and reports to administration and school board on progress toward professional learning goals

(2) PD Instructional Coach

- Full teaching assignment
- 10 extra days
- \$5,000 stipend
- Primary duties
 - Assist in planning professional development for teachers and associates
 - Review implementation of professional development initiatives with teachers
 - Model instructional practices for teachers

(2) Lead Mentors

- Full teaching assignment
- 2 extra days
- \$2,500 stipend
- Primary duties
 - Plan and coordinate mentor/mentee activities
 - Review data and assessments of mentor program to determine appropriate changes
 - Meet with mentors to review progress throughout the year

(2) Curriculum Facilitators

- Full teaching assignment
- \$2,000 stipend
- Primary duties
 - Plan and execute half- and full-day curriculum workshops for grade-level and content-area teachers for the following purposes:
 - Analyzing rigor of student learning activities
 - Analyzing instruction and assessment methods for alignment to Iowa Core and applicable national standards; and
 - 3) Other areas for improvement indicated by data collection;
 - Collect and maintain data from teacher surveys and other sources

(2) PD Facilitators

- Full teaching assignment
- \$2,000 stipend
- Primary duties
 - Plan and execute professional learning opportunities aligned to district goals, mission, and vision as well as the Iowa Professional Development Model;

•Collect and maintain data related to the efficacy and relevance of professional learning opportunities;
As the position descriptions indicate, they are closely related to each other and designed to support each other in the areas of professional development, curriculum, and mentoring. The positions will work closely to develop, deliver, and monitor the implementation of professional development and the new learning that results from it. Ultimately the intent of this plan is to make distributive leadership a reality in our district in order to improve teacher learning and in turn improve student learning.

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).

The district worked to include all stakeholders and keep those not directly involved in the planning process informed. PK-12 teachers were surveyed and consulted to gain additional ideas on planning and desired improvements to the plan being developed by the TLC committee. The District's Quality Support Committee (School Improvement Advisory Committee), Elementary Parent-Teacher Organization, Student Council and the Secondary Parent Advisory Committee were all updated and ideas were gathered from each of these groups to help us begin to shape our plan. The School Board also received monthly updates from the beginning. The Teacher Leadership Committee was formed by accepting letters of interest from parties wishing to be included. The final committee consisted of two administrators, four elementary teachers, three secondary teachers, and one school counselor. This group was formed to research, develop, and gather input from other stakeholders in order to develop a plan that would benefit the students of Martensdale-St. Marys.

Our planning process began with the application for and obtaining of the planning grant. This money was used to pay for substitutes for committee members to meet, pay them for time outside of regular contract hours, and also to pay the members for their summer work after school was out. These funds were paid at the teachers' per diem rates for every hour worked. The planning grant allowed our committee time to review the requirements of the TLC plan, explore options that would work for our district, and develop initial questions that we needed answered before advancing. This preliminary work led to a shared vision that all members of the committee believed could both benefit our students and teachers as well as fit within the requirements of the Teacher Leadership and Compensation Plan.

Planning sessions were held on December 2nd, 2013 for seven hours, May 30th, 2014 for two hours, June 18th, 2014 for three hours, July 2nd, 2014 for three hours, and July 23rd, 2014 for three hours. We had a final working session for five hours on October 2nd, 2014.

Once the vision for our plan was developed, we were able to outline the committee's ideas for roles, duties, pay, and plan to proceed. Along with this outline we were able to share guidance and documents from the Department of Education that would guide us in this process. This was shared with the PK-12 staff, School Board, Elementary PTO, Quality Support Committee (SIAC), and Student Council.

The feedback from these groups was used in the following ways:

- Make changes to the current outline
- Re-think original ideas on roles and structure
- Record and share with teachers the benefits and struggles we may face from varied points of view
- Insure we were meeting the needs of all groups with this plan

Subsequent changes were communicated to these groups through further meetings and emails. Input was collected each time a change was made.

As time went on and the plan progressed, these groups were also asked to read the application parts, question the ideas thoroughly, and help the TLC committee to further strengthen each section. Once we were in the writing portion of the process, we were also assisted by Heartland AEA with their extra guidance and feedback on work completed. Each stakeholder group was also asked to review our District's mission and vision statements, compare to the plan's vision, and to help align all parts of the plan to these ideals.

The TLC committee met over the course of nine months, knowing we would not submit an application for the first round. However, this did afford us extra time to work through the process, communicate with stakeholders, and gather input. All components of the application were thoroughly vetted and revised by those involved.

Gaining support for the plan was an initial worry for the TLC committee at Martensdale-St. Marys, but we soon found that most of our stakeholders could see the value in obtaining the grant and implementing the plan we had developed. Measuring that support was not difficult to gauge but was time consuming.

Documentation for commitment to the plan was strong and documented through discussions and surveys. The results show this commitment clearly.

Administrator commitment: Administrators were 100% committed to the Teacher Leadership and Compensation process. They showed this commitment by hiring substitute teachers and fully engaging in the committee meetings.

Teacher commitment: After a majority of the teaching staff were provided information for the proposed Teacher Leadership and Compensation plan, 94% of the staff indicated in an online survey that this plan would have a significant impact on teaching and learning in Martensdale-St.Marys schools.

School Board commitment: The Board unanimously voted during the July, 2014 regular meeting to pursue the grant. This indicated a 100% commitment from this group.

Parent commitment: Parents, as represented by the Quality Support Committee (SIAC) and the Parent Teacher Organization (PTO) indicated 100% commitment to this plan.

Narrative

Using Part 2 application narrative from previous submission? **Yes**

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

State Goals:

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

The Martensdale St. Marys District vision is to *provide a caring community that nurtures individuals to become productive lifelong learners*. The TLC vision was developed to support this overall goal, improve systemically, as well as improve teaching and learning with the ultimate goal of improving student achievement. The TLC planning committee, along with District stakeholders, worked diligently to develop a TLC vision that adhered to these ideals.

The TLC vision for Martensdale-St. Marys is to *develop teacher leaders in order to improve student learning by engaging in high-leverage instructional practices supported by coaching, collaboration, and mentoring*. This TLC vision also directly aligns to our District long range goals:

1. All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
2. All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
3. All K-12 students will achieve at high levels in science, prepared for success beyond high school.
4. All K-12 students will use technology in developing proficiency in reading, mathematics, and science.
5. All K-12 students will display behaviors of good citizens.

Professional development will focus on all teachers, including those in leadership roles to achieve these goals. Specifically, resources will be directed at improving implementation of the Iowa Core Standards by creating positions that provide mentoring, modeling and coaching in research based instructional practices that aid in achieving district goals. The district will focus on models of Characteristics of Effective Instruction, and continued learning with regard to strategies for enhancing the Universal Constructs outlined in the Iowa Core. The intention of the TLC plan is to improve student learning by differentiating and personalizing instruction in order to increase the quality of learning within our school.

The goals outlined in our TLC plan include:

- Improve learning experiences by implementing effective, research-based instructional practices and assessment methods that aid in achieving district goals.
- Provide system-level leadership opportunities for a minimum of 25% of staff.
- Engage teacher leaders in focused professional development to foster relationships with staff, guide colleagues in improvement efforts, and serve as additional resources for teachers.
- Maximize teacher leadership roles to provide targeted, specific professional development and instructional improvements to align with district vision, mission, and goals.
- Use collaborative leadership opportunities through mentoring, modeling, and coaching to improve student learning.

Our recent history of student achievement shows challenges and successes in both the formative assessments that exist as well as ITBS and now Iowa Assessments. Overall, the scores are solid and in the 80% proficient range. We have seen some success in raising the number of beyond proficient but continue to struggle with our less-than-proficient population. The goals of our TLC plan will help build capacity in staff to lead, demonstrate, and coach peers in strategies and methods that will help narrow that gap. Local resources, including Heartland AEA, and state resources will be used to target the professional development that these teacher leaders need. They will help audit current practices to determine effectiveness and insure a scientific research base as well as develop, model, and promote new strategies to reach all students. This work will be done through full-day professional development, small-group professional development, and individual coaching and mentoring sessions. Our work related to improving student learning will come under the umbrella of the Multi Tiered System of Support (MTSS) in kindergarten through twelfth grade.

The District has maintained a longstanding reputation for success in academics and extracurricular activities. While we have not been designated a SINA at either the secondary or elementary levels, the District recognizes the importance of continual quality improvement. The TLC plan will strengthen this resolve by building the capacity of leaders already on staff. Through varied roles these teachers will provide full time assistance in the areas of professional development and curriculum. There will also be a layer of coaches in each of those disciplines as well as facilitators at the classroom level. In addition the District will have lead mentors to guide mentors and mentees

through learning the District, state, and federal initiatives that are alive in our school. They will also serve as a resource for the continual improvement of both new and veteran teachers. By adding these positions leadership will finally be a true “shared leadership” environment where teachers have a variety of models, coaches, and resources to rely on to further their lifelong learning.

Using Part 3 application narrative from previous submission? **Yes**

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

The TLC plan designed by Martensdale-St. Marys will be implemented with twelve teachers in leadership roles. These positions will support three areas that will often overlap: curriculum, professional development, and mentoring. Their work will improve staff and student learning by supporting two key initiatives that guide us toward District goals.

Initiative One: Multi-Tiered System of Supports (MTSS)

This framework will be a continuation of practices that were first incorporated with the implementation of Response to Intervention (RTI). Our elementary has operated under these principles for several years now, but can improve upon its implementation. The secondary is in the beginning stages of implementation. The leadership roles outlined in the District's TLC plan will focus on the Department of Education's five components:

1. Evidence-Based Curriculum and Instruction shall be provided at the Universal level
2. Universal Screening shall be used three times per year
3. Evidence-based, instructional interventions at the Targeted and Intensive levels shall be provided to each student who needs them
4. Progress Monitoring Data shall be collected and used to guide instruction
5. Data-Based Decision Making

The Curriculum Leader and Professional Development Leader will collaborate to guide data analysis of Universal Screeners, research best practice strategies, and guide implementation through the two Curriculum Instructional Coaches and the two Professional Development Instructional Coaches. These four Instructional Coaches will develop common progress monitoring procedures and assist in training for teachers. They will also lead teacher groups in making data-based decisions and continual monitoring through formative assessments.

The six leaders above will then train and provide professional development opportunities for the two Curriculum Facilitators and the two Professional Development Facilitators. These four will work with grade levels, grade level bands, and content area teachers to assist in forming leveled groups based on assessment data. They will also model appropriate strategies, methods, and lessons that will move all students ahead based on their individual needs.

The final two leadership positions that will support this initiative will be our Lead Mentors. Their role in supporting the implementation of MTSS will be to train and offer assistance to all mentors within the District on any aspect of MTSS that they may need help. The Lead Mentors will also meet with both mentors and mentees to review progress on all five components of MTSS and provide feedback on their work. The Lead Mentors will work with the Curriculum Facilitators, Professional Development Facilitators, and Coaches to design professional development for new teachers and veteran teachers with mentors in order to bring them up-to-date with the systemic implementation of MTSS in the District.

Initiative Two: Continued Implementation and Improvement of the Iowa Core

While the written curriculum aligned to Iowa Core has been fully implemented in our district, we continue to monitor the fidelity of enacted versus written curriculum. The other aspect that we continue to focus improvement efforts on is implementation of the Iowa Core Characteristics of Effective Instruction. In general terms, we need additional understanding, modeling, and learning centered around the Characteristics:

1. Student-centered Classrooms
2. Teaching for Understanding
3. Assessment for Learning
4. Rigor and Relevance
5. Teaching for Learner Differences

All of the newly created leadership roles that our TLC plan will allow us to create will be instrumental in creating buy-in for these concepts and implementing them with fidelity. The existing Curriculum Director will work directly with the

Curriculum Leader and Professional Development Leader to audit implementation of the Iowa Core. Based on collected data they will then seek out research and resources that will aid in the development of need-based professional development.

The Curriculum Leader and Professional Development Leader will work with the four Curriculum and Professional Development Coaches to develop training and direction for the two Professional Development Facilitators, the two Curriculum Facilitators, and the two Lead Mentors. The training developed will include directed peer observations, modeled lessons, and research review to support the implementation. Sources will include but not limited to ASCD, Iowa Department of Education, and Langford International.

Much of our recent professional development has centered on continued quality learning and improvement, and many of our teachers have been through David Langford's training. His system was developed directly from the work of W. Edwards Deming. This systemic approach to improvement will continue to be used through both initiatives with the support of resources from the Deming Institute and Langford International.

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)

Our current beginning teachers make \$37,325.20. Martensdale-St. Marys averages roughly 3% staff turnover per year. Funds generated from our plan will be used to support professional learning, hire staff for the instructional time gaps created by teachers moving to new leadership positions outlined in this plan, and to fund the stipends of our newly created leadership positions. The money we receive will greatly enhance the opportunities available for teachers and students in our district.

Current Program:

The mentorship program at Martensdale-St. Marys supplies mentors to teachers who are new to teaching for year one and two, as well as teachers who have experience but are new to the district. Mentors serve as a resource to mentees for problem solving in instruction, and classroom management decisions as well as guidance in managing district policies and procedures. Yearly interviews are conducted to determine areas of improvement and to identify continued challenges in the delivery.

Participants have identified the following areas in need of improvement:

- Adequate time for mentor/mentee meetings
- Formal structure that allows for personalized learning
- Resources and strategies to attract and train new mentors
- Maintaining a balance between local mentor activities as well as addressing state and federal initiatives
- Lack of focus on building capacity in order to retain teachers
- Support for classroom management

Participants have also indicated that mentors/mentees have little opportunity to be proactive in expressing their needs to improve their practice and are delegated to “putting out fires” in both student and teacher issues. The proposed TLC positions will provide the resources of time and personnel to support a meaningful and effective mentor/mentee relationship.

Supporting All Teachers New To Our District:

To progress as a district it is critical to provide support for new teachers. The TLC funding will be used in part to release time to lead mentors, mentor teachers and 1st and 2nd year teachers to meet and practice professional development during the school day. It will also provide opportunities to observe mentees and provide non-evaluative feedback through coaching. This will serve as a model focused on improving instructional practice directly in the classroom. In addition to direct connections with a mentor, new teachers will have the support of instructional coaches who will provide assistance through modeling, data driven guidance and supportive feedback.

Specifically mentees will have the following supports from the new leadership roles:

- Coaches to model, plan, and work with mentors to determine the most effective approaches to improvement
- Time will be provided for modeling and coaching
- Scheduled time for collaboration with mentor
- Regular observation of teachers modeling effective practices
- Regular reflective conversations with mentors
- Continual opportunities to work with neighboring districts and outside consultants on Individual Career Plans
- Opportunity to continue mentor support beyond the two years if needed

We will enhance our current mentor/mentee system by specifying personnel to focus on the needs of teachers who are new to the profession. We have utilized the book *The Best Beginning Teacher Experience* by Sharon A. Kortman and Connie J. Honaker. We also rely on The Department of Education’s guidance provided on their website.

Being Innovative Means More Personalized Approaches

Martensdale-St. Marys’ work to fully implement MTSS, one:one technology, Quality Learning, and implementing standards based grading are often areas to which even experienced teachers have had little exposure. The additional mentor teacher role will help teachers new to our district learn about instructional practices our district implements as we continually strive to personalize education for our students. New teachers in our district will be assigned a mentor for two years (or as needed) to support their growth and development in our schools.

This additional layer of support for our new staff will provide regular opportunities for collaboration centered on district initiatives, district practices, and instructional practices. Along with the supports of other teacher leader positions including instructional strategists and PLC leaders, new staff members at Martensdale-St. Marys will have multiple levels of support personalized to meet their individual needs. These improvements to our current mentoring system will not only improve instruction and student learning, it will improve entry into the profession and help the Martensdale-St. Marys School District retain quality teachers.

Narrative

Using Part 5 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

The TLC committee has identified seven specific roles for the Martensdale St Marys Community School District to meet district needs as well as to meet legislative guidelines. The twelve roles were created by the committee to achieve the goals of the district theory of action. The full implementation of these roles will meet these objectives: student learning will improve, teacher expertise will be increased and valued, teacher ownership and empowerment will accelerate. The committee developed these roles to keep quality teachers in the classroom while allowing them to also serve in leadership roles. Replacing those teachers, had they been removed half or full-time, would have created a difficult burden for the District to overcome. The following information provides a summary of their roles and their responsibilities.

Roles

12 teachers = 25% of total certified staff

The following roles and duties were developed by the TLC Committee with input from stakeholder groups:

(1) Curriculum Leader

- 100% out of classroom
- 15 extra days plus some evening meetings
- \$10,000 stipend
- Primary duties:
 - Establish annual goals and measurable outcomes
 - Conduct regular audits of curriculum documents to ensure completion, accuracy, and alignment
 - Collect feedback and data to determine ongoing curricular improvements
 - Assist PD Leader in planning professional learning activities when appropriate
 - Provide direction and training for Curriculum Instructional Coaches
 - Provide regular updates to administration and school board of progress toward goals and outcomes
 - Collaborate with leadership to guide mentor program

(2) Curriculum Instructional Coach

- 90% in the classroom
- 10% out of classroom
- Additional meeting times before & after school.
- 10 extra days
- \$5,000 stipend
- Primary duties:
 - Serve as model teachers for implementation of Iowa Core components
 - Meet with grade level or content area teams to support curriculum review and revision process
 - Assist in audit of current curriculum documents

(1) PD Leader

- 100% out of classroom
- 15 extra days plus some evening meetings
- \$10,000 stipend
- Primary duties
 - Establish annual goals and measurable outcomes for professional learning
 - Collaborate with building- and district-level leadership to plan and implement professional learning commensurate with district needs
 - Provide direction and necessary training for PD Instructional Coaches
 - Create opportunities for license renewal credits associated with professional learning
 - Engage in active searches for training/conferences relevant to professional learning initiatives

- Provide regular updates and reports to administration and school board on progress toward professional learning goals
- Collaborate with leadership to guide mentor program

(2) PD Instructional Coach

- 90% in the classroom
- 10% out of classroom
- Additional meeting times before & after school
- 10 extra days
- \$5,000 stipend
- Primary duties
- Assist in planning professional development for teachers and associates
- Review implementation of professional development initiatives with teachers
- Model instructional practices for teachers

(2) Lead Mentors

- 100% in the classroom
- 2 extra days
- \$2,500 stipend
- Primary duties
- Plan and coordinate mentor/mentee activities
- Review data and assessments of mentor program to determine appropriate changes
- Meet with mentors to review progress throughout the year

(2) Curriculum Facilitators

- 100% in the classroom
- \$2,000 stipend
- Primary duties
- Plan and execute half- and full-day curriculum workshops for grade-level and content-area teachers for the following purposes:
 - Analyzing rigor of student learning activities
 - Analyzing instruction and assessment methods for alignment to Iowa Core and applicable national standards; and
 - 3) Other areas for improvement indicated by data collection;
- Collect and maintain data from teacher surveys and other sources

(2) PD Facilitators

- 100% in the classroom
- \$2,000 stipend
- Primary duties
- Plan and execute professional learning opportunities aligned to district goals, mission, and vision as well as the Iowa Professional Development Model;
- Collect and maintain data related to the efficacy and relevance of professional learning opportunities

We currently have a mentoring program for teachers new to the profession. This plan will allow MStM to have mentor teachers for all teachers, regardless of how long they have been in the profession. These new roles will also be able to provide leadership opportunities for those interested, and help ensure that all teachers will have the support and guidance needed to personalize instruction for all students. This plan will support teacher growth and assist in implementing initiatives within Martensdale-St.Marys School that are developed with the assistance of these new

leaders.

The TLC plan and positions within will create a specific, structured system that will strengthen instruction and improve the ability of teachers to personalize learning for students. It will provide opportunities for ongoing development and capacity building in order to retain quality teachers in the profession and within our district. Curriculum and Professional Development leaders will work together with mentors to plan, review feedback and data, and revise training and induction procedures to make the mentoring system relevant and worthwhile for all teachers. Building administrators will work closely with the Leaders and Coaches to ensure that time and resources are provided to support this plan fully as well as evaluate its continued effectiveness.

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

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

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

- a) Prior demonstrated measures of effectiveness.

- b) Prior demonstrated professional growth.

In order for the Martensdale-St. Marys Teacher Leadership system to be successful, it is paramount to place teacher-leaders in positions where they will make a positive impact on teacher effectiveness and student learning. These will be teachers who consistently use research-based instructional strategies, leadership skills, and a commitment to continual professional growth. Therefore, the selection process and criteria must look at each candidate through multiple lenses in order to find the best possible fit for each position.

A plan for selection and evaluation of individuals for Teacher Leadership included parents, teachers, students and administrators. Qualifications for Teacher Leadership positions will include three years teaching experience and one year experience in the district. Information will be included about the duties and responsibilities, extra work days, salary requirements, salary supplements, and the requirement to complete an annual review of the assignment.

The selection committee will consist of teachers and administrators, not to exceed five. The committee will be open to new members each year. Teachers interested in being a member of the selection committee will send in a written request. A random selection of those interested will be used. The committee will screen applicants for the necessary preliminary qualifications, conduct interviews and make recommendations to the superintendent.

The candidates will submit a resume reflecting their experience and skills as well as a supporting letter expressing their interest in and qualifications for Teacher Leadership positions. Candidates' resumes should provide evidence of their professional growth, leadership roles in education, and additional coursework or continuous education that would uniquely qualify them for the Teacher Leadership positions.

Candidates will submit written responses to questions related to educational philosophy, professional development, how they would address colleagues who are resistant to change, and their understanding of teacher leadership. In addition, candidates will be asked to address collaboration, building relations and their understanding of being a positive role model for colleagues and students. This will also include a section asking the candidates to explain how their selection to the Teacher Leadership system will improve teaching and learning in the District.

Applicants will present a model teaching lesson to the selection committee that demonstrates high quality, research-based teaching strategies. The selection committee will pay particular attention to the applicants' practices of assessment of learning objectives.

In addition to the classroom observation, the candidates will be required to participate in a mock coaching session with a member or members of the selection committee. During this coaching session, the selection committee will look for interpersonal communication skills, their ability to establish rapport and their skill at presenting and explaining information to colleagues and administration.

The final step in the process will be the interview. The selection committee will evaluate the candidate's teaching practices and on-going commitment to student achievement. Second the committee will assess what leadership roles they have assumed in the past and how those roles have helped them grow as teacher leaders. Applicants will be asked to share their vision of how they will work with other leaders to move the district forward. In addition, the applicant will be asked how they plan to seek out professional development in the area of teacher leadership and utilize resources to increase their leadership capacity. Finally, the applicant will be asked to guide the selection committee through a short example of professional development.

The success of the Teacher Leadership position requires a commitment from the school district to select the most qualified applicant. The success of the applicant requires a significant investment in the individual to reach their full potential as a Teacher Leader. An annual review including administrator, teacher, and teacher leader feedback will be conducted to determine continued eligibility for the position. Teacher leaders may apply for a new leadership role each year.

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.

Creating Professional Development

The Martensdale-St. Marys staff has moved to a personalized, professional development model that allows teachers to rely on each other and outside resources to improve their practice. The TLC plan is designed to continue this delivery but increase its effectiveness with the use of the new leadership positions. There will be a limited number of district initiatives and individual teachers will set the course for their own professional development based on their needs. One Curriculum Leader and one Professional Development Leader will lead data analysis and the creation of building, grade level or department, and individual goals. By reviewing a variety of data with administrators, these individuals will determine the current level of implementation of initiatives and work toward goals. They will then work with the administrators, two Curriculum Instructional Coaches, and two PD Instructional Coaches to determine next steps, create professional development, and lead the delivery.

Delivering Professional Development

All of the leadership roles in the TLC plan will be responsible for delivering professional development at various levels. The district level PD will be led by the Curriculum Leader and Professional Development Leader along with the four Instructional Coaches. Building level PD will be led by the Instructional Coaches with the Lead Mentors, PD Facilitators, and Curriculum Facilitators adding to the personalized and department specific elements. At the classroom and individual teacher levels, Lead Mentors, PD Facilitators, and Curriculum Facilitators will assist in goal setting, data review, modeling, and instructional decision making. These same three positions will also collect and review implementation data and assist teachers with classroom level improvement.

Roles in Steps of IPDM

- The Curriculum Leader and PD Leader will analyze progress toward district goals, conduct regular curriculum and instructional audits, and review that data with other teacher leaders. Data used will be from the APR, Iowa Assessments, FAST, walk-throughs, and authentic classroom assessments.
- The Curriculum Instructional Coaches and PD Instructional Coaches will analyze building level, grade level, and department level data along with learning teams consisting of teachers and administrators.
- Lead Mentors, Curriculum Facilitators, and PD Facilitators will work with new and veteran teachers to analyze student data specific to their teaching position. They will focus on building wide initiatives as well as individual goals to help monitor implementation and success of strategies and best practice.

Goal Setting and Student Learning

- Lead Mentors, Curriculum Facilitators, and PD Facilitators will work with mentors and individual teachers to create and monitor Individual Career Development Plans. These plans will be the driver for yearly PD.
- The Lead Mentors will also work with district mentors and new teachers to assist them in working toward district initiatives and aligning individual goals to the district mission and vision. They will work with new teachers in the implementation of Iowa Core and teaching strategies and initiatives specific to our district.

Selecting Content

- At the district level the Curriculum Leader and PD Leader will select content based on feedback from teachers, student achievement data, and the content of Individual Career Development Plan.
- At the building level the Curriculum Instructional Coaches and PD Instructional Coaches along with administrators will determine the focus of PD based on the above data and recommendations from the Curriculum and PD Leaders. They will also insure goal alignment to district goals, mission, and vision.
- At the classroom level the Lead Mentors, Curriculum Facilitators, and PD Facilitators will work directly with teachers to develop goals, assist with implementation of strategies, monitor progress, and provide feedback. The content, strategies, and methods selected will be based on ICDPs and student data and be research-based.

Designing the Process for PD

- Each TLC role helps facilitate and design the process for their determined areas as described above. Times allotted for this include weekly collaboration sessions, two hour early outs monthly, and full-day PD sessions.
- The Curriculum Leader, PD Leader, and Instructional Coaches will coordinate resources with the help of the principals as needed. This includes resources outside the district, teacher observations, and the procurement of substitutes.

Ongoing Cycle

- Throughout all steps in the process of professional development, teachers will collect data, review new learning, and monitor implementation of new ideas and strategies.
- Continual collaboration and feedback from administrators, TLC leaders, and teachers will be used to improve implementation of PD learning and insure fidelity in that implementation. A focus on district goals, mission, vision, and student learning will always be the guide.

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.

Martensdale-St. Marys teacher leadership roles created in this plan are designed to improve the quality and responsiveness of professional learning opportunities for staff and students. Each role supports our goals in various ways. We will offer enhanced career opportunities to all eligible teachers, and 25% of teaching staff (12) will be selected to serve in teacher leadership roles.

Goal #1

Improve learning experiences by implementing effective, research-based instructional practices and assessment methods that aid in achieving district goals

Short Term Measures of Impact/Effectiveness: Better identify students needing support and the areas in which they need it, by incorporating the assessment practices and response outlined in MTSS.

Long term Measures of the Impact/Effectiveness: Iowa Assessment achievement data, FAST data, and other District assessments comparing subgroups and total student population over the course of several years.

Goal #2

• Provide system-level leadership opportunities for a minimum of 25% of staff.

Short Term Measures of Impact/Effectiveness: Job descriptions compiled and posted and criteria for application process and training in place.

Long term Measures of the Impact/Effectiveness: The number of teachers serving in a leader role each year. Type of leader training provided based on identified professional growth needs. Job descriptives and selection criteria are revised based on feedback. Salaries are paid at intended levels.

Goal #3

• Engage teacher leaders in focused professional development to foster relationships with staff, guide colleagues in improvement efforts, and serving as additional resources for teachers.

Short Term Measures of Impact/Effectiveness: Self evaluation using a local rubric, collaboration with staff and mentees, and tracking participation data in district wide initiatives. Monthly logs that measure the time spent and activities completed between teacher leaders and colleagues.

Long term Measures of the Impact/Effectiveness: Teacher survey data on perception of effectiveness of the TLC program. Increased number of teachers collaborating and assessing our improvement efforts. Administrative walk-through data gathered during coaching sessions.

Goal #4

• Maximize teacher leadership roles to provide targeted, specific professional development and instructional improvements to align with district vision, mission, and goals.

Short Term Measures of Impact/Effectiveness: More effective and timely interpretation of data that will lead to prescriptive interventions that will aid in closing achievement gaps, qualitative and quantitative interpretation of FAST Early Literacy Assessment and Iowa Assessments.

Long Term Measures of the Impact/Effectiveness: Increase in student achievement (measured by FAST early literacy assessment, Iowa Assessments and District wide assessments). More immediate and prescriptive interventions that help students close achievement gaps in place for students (TIER system data and intervention data).

Goal #5

• Use collaborative leadership opportunities through mentoring, modeling, and coaching to improve student learning.

Short Term Measures of Impact/Effectiveness: Participate in walk-throughs three times per year. Principal formative assessment of mentees' feeling of support and increased confidence in teaching abilities.

Long Term Measures of the Impact/Effectiveness: Mentee survey data on perception of effectiveness of mentoring. Use teacher survey data on perception of effectiveness of the TLC program.

Monitoring for Effectiveness and Continuous Improvement

Annual performance evaluations will measure teacher leaders' effectiveness and growth. Monthly and bi-monthly meetings and ongoing data collections to ensure TLC goals are aligned with changing needs as well as adhering to district goals and the IPDM.

TLC goals will be revised annually based on data gathered from achievement results, self-assessment, walk-throughs, recruitment and retention information. Surveys and minutes from meetings with stakeholders will also be reviewed and analyzed. Summative evaluations will be used to monitor and provide feedback to teacher leaders on the effectiveness of their performance in relation to

goals and continuous improvement. A focus on student data and performance outcomes will guide collaborative decision-making about improvement. The following continuous improvement process will be used with this system:

1. Establish goals
2. Monitor implementation
3. Assess effectiveness and fidelity of implementation
4. Data analysis
5. Adjust (PD, curriculum, teaching strategies, structure, roles, resources)

Job descriptions and responsibilities for teacher leader roles will be revised based on identified needs and changes brought about through implementation.

Monitoring will take place through ongoing communication between teacher leaders and administrators. Administrators will monitor the needs of teacher leaders and provide supports to ensure their success. Monthly meetings between administrators and the TLC team will occur to plan and review activities and implementation. Documentation of the frequency and type of collaboration with teachers and mentees will be reviewed. Administrators and teacher leaders will guide data-based conversations along with reflection, observation, and a continuous dialogue regarding the effectiveness of the TLC plan. The TLC team will review current methods of collecting feedback from stakeholders and expand those methods in order to meet the needs of students and teachers.

Using Part 9 application narrative from previous submission? **Yes**

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

The District has adopted several initiatives in recent years. As a result, we are able to implement our TLC plan through staff learning sessions within the structure of the Professional Learning Communities (PLCs) that are already in place. These include a movement toward more student-centered classrooms, quality learning practices, implementation of the Daily 5, and using RTI as a guiding set of principles. The common threads in the success of these initiatives have been threefold. One aspect of this success is that initiatives were largely driven and led by teachers practicing them. The second one is that communication between all stakeholders was open and honest. Teachers shared how and why new practices were being used. In turn, support was generated. Finally, the initiatives did work, and the stakeholders could see the evidence.

Preparation and Opportunities

The district will prepare teachers for their new roles and offer opportunities through training. We will incorporate the IPDM in designing coursework for teacher-leaders. Continuous feedback from teachers in leadership roles as well as those that they serve will be used to drive further professional development and learning. The additional days added to the leaders' contracts will allow the District to deliver that needed instruction and preparation.

Sustainability

Since 99.7% of our stakeholder groups support the TLC program in its current state, support is inherent in its implementation. The designated roles within the program ensure adequate support and opportunity for all interested teacher-leaders. Using these new roles will provide professional learning and curriculum development with consistency. The utility of the TLC program to achieve the stated goals will continue to be a major factor in its sustainability. The District will develop regular formative and summative assessments of the TLC program based on teacher-leader feedback based on the responsibilities found in role descriptions. Individuals will be assessed yearly to determine their continuance in leadership roles.

Systemic Improvement

The TLC vision for The District is *to develop teacher leaders in order to improve student learning by engaging in high-leverage instructional practices supported by coaching, collaboration, and mentoring.*

The creation of teacher leadership positions will provide a more stringent focus, as well as a standardized interpretation of data. In the past data interpretation has been subject to interpretation by all stakeholders to form a variety of opinions and resulting in a variety of solutions unique to each interpretation. The teacher leaders' responsibilities will be to disseminate data and find a common focus for future staff development needs and instructional program improvement.

Description of Roles/Responsibilities

The roles and responsibilities are divided between curriculum and professional development. The bifurcated design of the District TLC Program ensures alignment to the district's mission and vision as well as providing opportunity to demonstrate and encourage teacher leadership. This also formalizes professional learning, curriculum development, teacher evaluation systems, principal support, improved professional development delivery and content, and ongoing communication.

The program defines five roles for district-wide curriculum leadership:

Title	Number of Positions	Primary Responsibilities
Curriculum Leader	1	<ul style="list-style-type: none"> • Establish annual goals and measurable outcomes • Conduct regular audits of curriculum documents to ensure completion, accuracy, and alignment • Assist PD Leader in planning professional learning activities when appropriate • Provide direction and training for Curriculum Instructional Coaches • Provide regular updates to administration and school board of progress toward goals and outcomes

Curriculum Instructional Coach	2	<ul style="list-style-type: none"> • Serve as model teachers for implementation of Iowa Core components • Meet with grade level or content area teams to support curriculum review and revision process • Assist in audit of current curriculum documents
Curriculum Facilitator	2	<ul style="list-style-type: none"> • Plan and execute half- and full-day curriculum workshops for grade-level and content-area teachers for the following purposes: 1) analyzing rigor of student learning activities; 2) analyzing instruction and assessment methods for alignment to Iowa Core and applicable national standards; and 3) Other areas for improvement indicated by data collection • Collect and maintain data from teacher surveys and other sources

For the professional development aspect of this program, there are seven (7) roles available to teacher leaders throughout the district:

Title	Number of Positions	Primary Responsibilities
Professional Development Leader	1	<ul style="list-style-type: none"> • Establish annual goals and measurable outcomes for professional learning • Collaborate leadership to plan and implement professional learning commensurate with district needs • Provide direction and necessary training for PD Instructional Coaches • Create opportunities for license renewal credits associated with professional learning • Engage in active searches for training/conferences relevant to professional learning initiatives • Provide regular updates and reports to administration and school board on progress toward professional learning goals
Professional Development Instructional Coach	2	<ul style="list-style-type: none"> • Assist in planning PD for teachers and associates • Review implementation of PD initiatives with teachers • Model instructional practices for teachers
Professional Development Facilitator	2	<ul style="list-style-type: none"> • Plan and execute professional learning opportunities aligned to district goals, mission, and vision as well as the IPDM • Collect and maintain data related to the efficacy and relevance of professional learning opportunities

- Plan and coordinate mentor/mentee activities
- Review data and assessments of mentor program to determine appropriate changes
- Meet with mentors to review progress throughout the year

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.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$53,000.00
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).	\$100,000.00

Amount used to provide professional development related to the leadership pathways. \$11,375.88

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

Totals \$164,375.88

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 525.7

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$164,375.88

Total Allocation \$164,375.88

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$164,375.88

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? 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)

The budget for the Martensdale-St. Marys Teacher Leadership and Compensation Plan will be used to provide stipends to teacher leaders, hire new teachers to replace those removed for full-time leadership positions, and to provide professional development for teacher leaders.

Since finding part-time teachers, and often full-time teachers in shortage areas is difficult, the planning committee decided to only have two positions have complete non-instructional duties. The remaining leadership roles will have stipends to pay for their extra days and duties beyond their normal teaching assignments.

Martensdale-St. Marys has intentionally limited the professional development early out days for two reasons: to maximize student learning time and to personalize professional development for teachers and teacher leaders. Substitute teachers will be hired regularly throughout each month so that teacher leaders can meet, co-teach, collaborate, coach, and work with each other and teaching staff to improve practice.

This causes our budget to be broken into three areas that support 12 positions: one Curriculum Leader (\$10,000), two Curriculum Instructional Coaches (\$5,000 each), one Professional Development Leader (\$10,000), two Professional Development Instructional Coaches (\$5,000 each), two Lead Mentors \$2,500 each), two Curriculum Facilitators (\$2,000 each), and two Professional Development Facilitators (\$2,000 each). The biggest portion of the budget (\$100,000) will be allocated to replacing the two positions that are taken out of the classroom. Finally, a sizeable amount (\$11,442.60) will be used to provide professional development for these teacher leaders and hire substitutes on the days that they will need to be out of their classrooms. Our beginning salary is \$35,787.72, so none of the grant allocation will be needed to raise the minimum salary. Below are detailed costs for each area:

Amount used to raise the minimum salary to \$33,500:	\$0.00
Approximate amount designated to fund salary supplements for teachers in leadership roles:	\$53,000.00
Amount used to cover the costs for replacing the teachers in full-time leadership roles who 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):	\$100,000.00
Amount used to provide professional development, materials, and substitute teachers related to the leadership pathways:	\$10,829.01

The TLC vision for Martensdale-St. Marys is *to develop teacher leaders in order to improve student learning by engaging in high-leverage instructional practices supported by coaching, collaboration, and mentoring*. Professional development will focus on all teachers, including those in leadership roles to achieve these goals. Specifically, resources will be directed at improving implementation of the Iowa Core Standards by creating positions that provide mentoring, modeling and coaching in research based instructional practices that aid in achieving district goals. The district will focus on models of Characteristics Effective Instruction, and continual learning about strategies to enhance the Universal Constructs outlined in the Iowa Core. The intention of the TLC plan is to improve student learning by differentiating and personalizing learning in order to increase the quality of learning within our school.

The goals outlined in our TLC plan include:

- Improve learning experiences by implementing effective, research-based instructional practices and assessment methods that aid in achieving district goals.
- Provide system-level leadership opportunities for a minimum of 25% of staff.
- Engage teacher leaders in focused professional development to foster relationships with staff, guide colleagues in improvement efforts, and serving as additional resources for teachers.
- Maximize teacher leadership roles to provide targeted, specific professional development and instructional improvements to align with district vision, mission, and goals.
- Use collaborative leadership opportunities through mentoring, modeling, and coaching to improve student learning.

The leadership roles included in our plan will allow us to personalize and differentiate professional development by distributing leadership across the district. With only two administrators currently leading professional development efforts, this plan will allow us to focus on individual teachers' needs, small groups, or grade levels. The leadership roles that our committee created land in three

overlapping groups: professional development, curriculum, and mentoring.

Specifically, the Curriculum Leader and the Professional Development Leader will work with administrators to fully implement the TLC system. They will ensure alignment to the district vision and mission, enact the TLC goals, and directly work with the other teacher leaders to provide support and instruction to all teachers in the district. Along with the Curriculum Coaches, PD Coaches, and mentors, the PD Leader and Curriculum Leader will monitor its effectiveness as outlined in part 8 and make improvement decisions based on their data collection and results.

Mentor teachers will provide the needed support in a structured way to beginning teachers in order to maximize their potential and build capacity in them as future leaders. By strengthening the mentoring program we also hope to increase the retention of teachers in our district.