



Application

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

96030 - Focus on Learning Through Teacher Leadership II

Teacher Leadership and Compensation System

Status: Under Review

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Organization Type:	K-12 Education
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DUNS:	03-107-1327

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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)

The staff of the Mason City Community School District (MCCSD) carry out its mission of *“providing a quality education in a caring and responsive environment”* with students and families in north central Iowa. Currently 267 teachers serve over 3,700 students who are enrolled in four PK-4 elementary schools, one 5-6 intermediate school, and one 7-12 secondary campus (consisting of one middle school, one high school, and one alternative high school). A sixteen member committee, comprised of the various stakeholders of administrators, teachers and parents, collaborated on multiple dates during the 2013-2014 and 2014-2015 school years to design, revise, and submit a Teacher Leadership and Compensation application to implement a Comparable Plan model of teacher leadership. Feedback and input from all stakeholder groups, gathered through surveys, discussion and reviews of the district’s plan, demonstrated a strong belief that this investment in teacher leadership will positively impact student achievement. The teacher leaders will support our district’s effectiveness at aligning curriculum and assessments to the Iowa Core, implementing the Data Teams process and research-based instructional strategies in classrooms, sustaining Positive Behavior Intervention & Supports (PBIS) initiatives, and implementing Multi-Tiered System of Supports (MTSS) for K-6 literacy.

The Mason City Community School District’s Comparable Plan model creates eight specific teacher leadership roles to meet the needs of the district and to accomplish the state goals of the Teacher Leadership and Compensation System to:

- Attract and retain effective teachers
- Promote collaboration
- Reward professional growth and effective teaching
- Improve student achievement

Implementation of the TLC plan will create eight different teacher leadership roles filled by a total of 145 teachers. These new and additional positions would enable up to 54% of the Mason City Community School District’s teachers to serve in a leadership capacity, well above the state’s target of 25%. The teachers serving in these leadership positions will have opportunities for professional growth through training, collaboration, and communication among teacher leaders. A brief description of the eight leadership roles follows:

Instructional Coach (8 positions)

Instructional Coaches, with no additional teaching duties and one assigned to each building, will increase teacher support in the use of evidence-based instructional practices aligned to the Iowa Core, ensure the Data Teams process is implemented with fidelity, and aid in the analysis of data from formative and summative assessments (including the PK-6 FAST assessments).

Data Team Facilitators (60 positions)

Data Team Facilitators will ensure the Data Team process is implemented with integrity, and aligned with the Iowa Core and researched-based instructional strategies. The Facilitators will also work closely with building administrators and Instructional Coaches to improve instruction and student learning.

Curriculum Leaders (34 positions)

Curriculum Leaders align the Iowa Core standards with classroom instruction, unwrap standards, and develop formative and summative assessments. These positions are important for our district to sustain and expand our implementation of the rigorous Iowa Core standards and curriculum, evidence-based instructional practices, and formative and summative assessments.

Mentor Teachers (20 positions)

Mentors support new teachers during their first two years in the Mason City Community School District. They assist new teachers in understanding the evaluation process and the district’s initiatives, provide them with feedback on instructional and classroom management practices, and support them with the demands of the profession.

Technology Integration Coach (2 positions)

Technology Integration Coaches will model new technology and software, as well as effective strategies to integrate technology into the classrooms to increase student engagement, content knowledge, and self-directed learning. The Technology Integration Coach will also provide technology integration professional development and follow-up support for teachers.

Technology Integration Leaders (8 positions)

Building-based Technology Integration Leaders will collaborate with the Technology Integration Coaches, assist teachers with technology implementation in the classrooms, and facilitate training in the area of technology. Immediate technology problems and concerns can be addressed with greater efficiency by having a Technology Integration Leader in each building.

Positive Behavior Intervention & Supports (PBIS) Coach (6 positions)

The PBIS Coach will collaborate with the building administrator and staff, facilitate monthly meetings and the analysis of

behavioral data, and plan training for staff to sustain PBIS efforts to make our schools safe learning environments for all students.

Selection Review Committee (7 positions)

The Selection Review Committee will review applicants for the teacher leadership positions and make recommendations for leadership assignments. The committee members will facilitate an evaluation process of the teacher leadership roles, and monitor and adjust the district's TLC plan.

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).

Planning

The Mason City Community School District assembled a Teacher Leadership & Compensation (TLC) committee comprised of sixteen members who represent a range of knowledge and experience from all aspects of the district. Eleven teachers, three administrators, and two parents met during the 2013-2014 and 2014-2015 school years to design and revise the district's Comparable Plan model for teacher leadership. This committee was comprised of teachers from each building, current instructional coaches, MCEA leadership representatives, district administrators and parents. A brief summary of the committee's meeting dates and actions for deciding how to effectively implement the core goals of the TLC initiative follows:

- 12/12/2013- committee members attend a TLC planning workshop at AEA 267 in Cedar Falls.
- 12/17/2013- committee meets to review the goals of the TLC initiative. A decision is made to design a Comparable Model Plan of teacher leadership.
- 1/7/2014- committee proposes leadership roles to meet the district's needs and intended goals of the TLC initiative. Team members are assigned parts of the grant application to edit.
- 1/14/2014- committee continues editing of the grant application.
- 6/12/2014- an administrator from the committee attends a Teacher Leadership Institute to learn more about teacher leadership roles and professional development supports, and to connect with districts awarded TLS funds for the 2014-2015 school year.
- 7/29/2014- two administrators attend the TLC planning workshop (Parts 1-5) at AEA 267 in Cedar Falls.
- 8/5/2014- committee meets to review the TLC application score summary from the proposal submitted in January 2013. Resources from the Iowa Department of Education and AEA are shared. Committee members are assigned parts of the grant application to revise.
- 8/25/2014- two administrators attend the TLC planning workshop (Parts 6-10) at AEA 267 in Clear Lake.
- 9/11/2014- committee meets to review Parts 1-5 of the grant and begins to revise Parts 6-10. The committee decides to lock in its Year 1 score of 9 on Part 9.
- 9/16/2014- administrators update the Mason City Board of Education about the progress made towards the TLC application.
- 10/2/2014- committee reviews Parts 6-10 of the TLC application and discusses next steps for application reviews and submission by October 31.
- 10/20/2014- committee presents the district's TLC application to the Mason City Board of Education and is recognized for their efforts.

MCCSD utilized the TLC planning funds received in November 2013 to enhance planning capabilities. Planning grant funds provided transportation and substitute costs for two members of the TLC committee to attend the TLC workshop in December 2013. Teachers were compensated for after school hours spent drafting and revising the district's TLC application. Funding also provided food during the committee's evening work sessions. The remaining planning grant funds will be used by the TLC committee, upon notification by the Iowa Department of Education of our district's award of TLS funding, to finalize teacher leadership job descriptions, selection procedures, and methods for evaluating the implementation of the plan.

The planning grant funds allowed meeting time for the TLC committee to discuss the leadership roles within our district. A primary need identified during these discussions was building-based instructional support. Information gained from *The Leadership and Learning Institute* (March 2012), and *The Jim Knight Instructional Coaching Institute* (July 2012, July 2013, October 2013) attended by existing instructional coaches provided the foundation for the TLC plan, which emphasizes consistent leadership by trained Instructional Coaches within each building who will support teachers to improve the quality of learning within our schools.

Stakeholders' Engagement in the Process

A survey was composed to gauge staff consensus and gather input about the proposed leadership roles, the TLC plan's enhancement of the district's professional development, implementation of the Iowa Core, and Multi-Tiered System of Supports (MTSS). With an 87% overall response rate, staff indicated a strong belief the plan would enhance the quality of education offered to MCCSD students.

- 46% reported interest in a leadership role.
- 90% agreed that the leadership positions to be offered would strengthen and/or support our professional development.
- 96% agreed that the leadership positions to be offered would strengthen and/or support our implementation of the Iowa Core.
- 96% agreed that the leadership positions would strengthen and/or support the use of instructional strategies.
- 93% agreed that the leadership positions would strengthen and/or support the development of formative assessments.

Following this survey, teachers, administrators and parents on this committee evaluated the data to redefine current leadership roles. Two key outcomes derived from this data were the need to increase support to refine classroom instructional practices, and the need for more technology integration support.

Support for the Plan

Based on survey results, the staff indicated a strong belief the plan would enhance the quality of education offered to Mason City students. Parent committee members relayed a strong response to the positive impact on student achievement this plan will have on the district. An online survey was distributed to parents in October 2014 with 249 responses. 80% of responding parents indicated a high level of support to fund the eight teacher leadership positions. 89% of parents responding indicated they would encourage teachers to apply for leadership positions. Administrators expressed a commitment to oversee and support the implementation of these leadership positions.

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.

The vision of the MCCSD Teacher Leadership & Compensation (TLC) plan is improve student achievement and quality of instruction by developing leaders to coach and collaborate with teachers to implement research-based instructional practices. The staff of the Mason City Community School District carries out on a daily basis our mission of *Providing quality education for all in a caring and responsive environment*. Educational research connects effective instructional practices to improved student achievement. Our district's TLC plan proposes eight specific teacher leadership roles (Instructional Coaches, Data Team Facilitators, Curriculum Leaders, Mentor Teachers, Technology Integration Coaches, Technology Integration Leaders, PBIS Coaches, and Selection Review Committee) to expand and support our district's effectiveness at aligning curriculum and assessments to the Iowa Core, implementing the Data Teams process and research-based instructional strategies in classrooms, sustaining Positive Behavior Intervention & Supports (PBIS) initiatives, and implementing Multi-Tiered System of Supports (MTSS) for K-6 literacy.

In addition to supporting and expanding our district's initiatives, the Comparable Model Plan of the MCCSD aligns with the state goals to:

- Attract and retain effective teachers
- Promote collaboration
- Reward professional growth and effective teaching
- Improve student achievement

A review of our student achievement data indicates a need to continue our efforts at a deeper level in order to reach our high expectations for every student. While we have made some recent gains, we still have more work to do as we strive to continuously improve.

- Achievement data on the Iowa Assessments shows some students are not meeting proficiency expectations. The overall percent of students proficient in Reading is 68% (grade 4), 73% (grade 8), and 75% (grade 11). The overall percent of students proficient in Mathematics is 72% (grade 4), 69% (grade 8), and 79% (grade 11). There are significant achievement gaps for the subgroups of students from families with low income status and those eligible for special education.
- The district's spring 2014 data on the FAST literacy assessments indicates 45- 60% of our K-6 students are not meeting grade level proficiency target scores.
- The 2013-2014 four-year cohort graduation rate for the Mason City Community School district is 89.7% of students.

Every teacher participates collaboratively on a data team with colleagues at least four times per month. The Data Teams process is comprised of the following six steps:

- Collect and chart data
- Analyze data and prioritize students' needs
- Set, review, and revise SMART goals (goals that are specific, measurable, attainable, relevant, and timely)
- Select and implement common effective instructional strategies
- Determine results indicators (How will we know if our strategies are working? What will we look for in student behavior and in their work?)
- Evaluate and monitor results

Our own action research tells us classroom instruction is improving throughout the Mason City Community School District and the Data Teams process is embedded into our collaborative culture. Formative assessment data shows more students are demonstrating proficiency on learning targets aligned to the Iowa Core standards. The data is promising, but more support is needed for teachers as they collaborate to improve instruction. The current number of Instructional Coaches limits the support provided to teachers. During the past two years, each of the district's Instructional Coaches have been assigned to three different buildings and have provided guidance to approximately twenty data teams. During the 2014-2015 school year, the Instructional Coaches have been assigned full-time teaching responsibilities which will further limit their contact with teachers. Data from a survey given to the teachers of MCCSD indicated a strong need for more support from Instructional Coaches. Teachers stated there was value in the services the coaches offered (modeling effective strategies, guiding teams as they unwrapped standards and created assessments, and supporting the use of the Data Team process).

The Teacher Leadership and Compensation funds will enable our district to restore the three current Instructional Coaches to the non-teaching positions held previously, and create additional coaching positions to enhance the accessibility and support needed to improve instructional strategies at each building. Data Team Facilitators will be compensated for guiding their teams' efforts and collaborating with the Instructional Coaches and administrators. Curriculum Leaders will align curriculum, instruction, and assessments to the Iowa Core. Two Technology Integration Coaches and building level Technology Integration Leaders will be added to provide training to teachers as they use technology to enhance instruction and student learning. Positive Behavior Interventions & Supports (PBIS) coaches will guide the implementation of the K-8 buildings' efforts to ensure safe learning. A Selection Review Committee will also be established to ensure quality teachers are assigned these leadership positions, and to evaluate and adjust the district's teacher leadership plan.

The TLC funding will enable the district to enhance the current new teacher orientation week and mentor program. The grant will allow the Instructional Coaches to play a larger role to help train new teachers in the Data Teams process and enable new teachers to periodically observe effective teachers with an Instructional Coach. Opportunities to meet with Instructional Coaches for feedback and goal setting will also be enhanced. We believe our efforts to support new teachers will be a means to attract and retain talented new professionals.

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)

The Mason City Community School District's core initiatives are aligning curriculum and assessments to the Iowa Core, implementation of the Data Teams process and research-based instructional strategies, sustaining Positive Behavior Intervention & Supports (PBIS), and implementing Multi-Tiered System of Supports (MTSS) for K-6 literacy. Our district's TLC plan will connect, support, and strengthen these core initiatives.

Instructional Coaches

The Instructional Coaches assist teachers with the Data Teams process through the collection and analysis of data, goal setting, and the implementation of instructional strategies. They connect the Iowa Core and Assessment for Learning via collaboration, curriculum alignment, formative/summative assessment, and implementation of researched-based practices. Instructional Coaches will be easily accessible and support teacher instruction and professional learning. In addition, they will model and support teachers and provide professional development in best practice instruction and core implementation. The Instructional Coaches will also support teachers with the implementation of the Multi-Tiered System of Supports (MTSS) Early Literacy initiative by monitoring the implementation of universal screening, progress monitoring, data-based decision making, and evidence-based instruction at the universal, targeted and intensive levels of instruction.

Data Team Facilitators

The Data Team Facilitators play an integral role in the Data Teams process. Each teacher in the Mason City Community School District is assigned to a grade level and/or content area data team. Our district has 60 data teams, with one Data Team Facilitator assigned to lead each team. The Data Team Facilitators will ensure that the Data Teams process is implemented with integrity, and alignment with the Iowa Core and researched-based instructional strategies. The Data Team Facilitators will also work closely with building administrators and Instructional Coaches to improve instruction and student learning.

Curriculum Leaders

Curriculum Leaders are crucial to the district as we move forward with the Iowa Core implementation in all content areas. These leaders align the Iowa Core with classroom instruction, unwrap standards, and help develop formative and summative assessments. These positions are important for our district to continue to improve curriculum alignment and implementation.

Mentor Teachers

The Mason City Community School District offers a mentoring program which pairs career teachers with new Tier I probationary teachers for their first two years in the district. These pairs meet during orientation week and collaborate throughout the school year. During this collaboration, mentors and Tier I probationary teachers participate in modeling, demonstration, reflection, and dialogue to enhance their teaching skills. This collaboration, in turn, will have a positive impact on student learning and achievement. Mentors serve as significant support system throughout the new professional's first two years in the Mason City Community School District.

Technology Integration Coach

The TLC plan will establish two new Technology Integration Coach positions to allow for increased use of our district's technology tools. These coaches would work directly with the district's Technology Department and each building's Technology Integration Leaders. The Technology Integration Coaches will support teachers and train the building's Technology Integration Leaders to ultimately equip students with the 21st Century Skills needed for success. The Technology Integration Coach will model new technology and software, as well as effective strategies to integrate technology into the classrooms. These coaches may co-teach with an academic teacher and model instructional strategies which use technology to increase student engagement, content knowledge, self-directed learning. The coaches would also provide technology integration professional development and subsequent follow-up support for teachers.

Technology Integration Leaders

A Technology Integration Leader will be assigned to each building. Each will collaborate with the Technology Integration Coaches, assist with technology implementation in the classrooms, and provide teacher training in the area of technology. Immediate technology problems and concerns can be addressed with greater efficiency by having a Technology Integration Leader in each building.

PBIS Coaches

Positive Behavior Interventions and Supports (PBIS) is a K-8 district initiative. This program was first initiated in two buildings in 2006 and has expanded currently to six buildings. PBIS in our district has resulted in fewer disciplinary actions, which in turn creates an improved learning environment. The PBIS Coach will collaborate with the building administrator and staff, facilitate monthly meetings and the analysis of behavioral data, and plan training for staff to sustain PBIS efforts.

Selection Review Committee

The Selection Review Committee will review applicants for the teacher leadership positions and make recommendations for leadership assignments. The committee members will facilitate an evaluation process of the teacher leadership roles, and monitor and adjust the district's TLC plan.

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)

Mason City Community School District (MCCSD) has a very detailed and successful induction and mentor program. However, the funding for this program has been significantly reduced over time which has put the program at risk to be implemented without fidelity. With the assistance of TLC resources, a more comprehensive and in-depth program will be developed and sustained.

How To Improve Entry Into MCCSD

All new teachers (both new to the profession and those with a Standard License who are new to the district) would attend New Teacher Orientation Week and be compensated for their time and learning. The focus for the week would include:

- Acclimate to MCCSD and the community
- Learning about the mission of MCCSD and the expectations for teaching and student achievement
- Developing classroom management skills
- Understanding grade level or department curriculum
- Establishing a relationship with an assigned career teacher mentor
- Being introduced to the Data Teams process and the professional development model
- Understanding the teacher evaluation process
- Creating the lesson plans for the first weeks of school

Each new teacher would be assigned a career teacher (minimum of 3 years of teaching experience) to serve as a mentor during their first two years of teaching. Training and collaboration time would be scheduled for both the mentee (new teacher) and the mentor (career teacher) prior to the first day of school and continue throughout the year. Administrators train mentors to be supportive, responsive, resourceful, and ultimately, reflective. The mentoring process would provide new professionals with support in the areas of classroom management, lesson design, and the collaborative process during their first year. The mentees would receive continual support during their second year of the program through the study of evidence-based instructional strategies and assessment practices.

Analysis of Current Induction/Mentoring Program

Feedback on the current program from both mentors and mentees has been positive, and the district has a new teacher retention rate of 89% over the last five years. TLC funding will ensure that this current program is sustained and improved. On a survey administered to new teachers currently participating in our district's mentor program, responses indicated a need for additional time and training on effective curriculum (Iowa Core) and technology integration.

Areas of Improvement Needed & Addressing the Gap

To address the needs identified in the survey, the TLC plan will enhance the effectiveness of the mentoring program for new teachers by adding one additional training day to learn in these areas. The additional time will provide opportunities for new professionals to collaborate with Instructional Coaches, Technology Integration Coaches, and PBIS Coaches. Throughout the school year, the TLC substitute allocation will be used to release mentors and mentees for additional training and collaboration.

A process will be put in place that will allow new teachers to meet quarterly as a group with the Instructional Coaches, Technology Integration Coaches, and PBIS Coaches in addition individual meetings. By taking this proactive approach, new teachers will show increased confidence and competence in the classroom at applying research-based instructional strategies and using data for decision-making. This will ensure higher student achievement and retention of effective teachers. As a result, more of these teachers will develop professionally towards leadership roles in MCCSD.

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.

The Mason City Community School District's TLC plan proposes eight specific teacher leadership roles to meet the needs of the district and to accomplish the state goals:

- Attract and retain effective teachers
- Promote collaboration
- Reward professional growth and effective teaching
- Improve student achievement

Implementation of the TLC plan would create a total of 145 positions to fill the eight teacher leadership roles. These new and additional positions would enable almost 54% of the Mason City Community School District's teachers to serve in a leadership capacity, well above the state's goal of 25%.

A description of each of the eight teacher leadership roles is listed below.

Instructional Coaches

8 positions (one for each PK-6 building, three for the 7-12 campus)

100% coaching position- no additional teaching assignment

Base salary plus the supplemental salary of \$5,135. The Instructional Coach will work 15 additional contract days and extended contract hours.

- Provide direct support to administrators and teachers related to the Data Teams process
- Collaborate with administrators and Data Team Facilitators to monitor progress and identify needed supports
- Plan and facilitate professional development
- Observe and provide feedback to Data Teams and classroom teachers
- Facilitate staff access to additional instructional resources
- Model and assist teachers with implementing evidence-based instructional strategies
- Observe and coach teachers in implementing and assessing the Iowa Core
- Facilitate instructional alignment among content areas and across grade levels

Data Team Facilitators

60 positions (1 for each Data Team in the district)

100% teaching position with additional leadership duties.

The supplemental salary will be \$750. Data Team Facilitators will work 2 additional contract days and extended contract hours.

- Plan agenda and facilitate weekly Data Team meetings
- Ensure the team implements the Data Team process with fidelity
- Encourage collaboration and maintain a focus on improving student learning
- Collaborates with building Principal and Data Team/Instructional Coach at least once per month for training and data teams consistency

Mentor Teachers

20 positions (one assigned to each new Tier I Probationary teacher)

100% teaching position with additional leadership duties.

The supplemental salary will be \$1,000. Mentor Teachers work 2 additional contract days and extended contract hours.

- Participate in New Teacher Orientation and provide ongoing support for effective teaching to new teachers during their first two years in the profession
- Support probationary teachers through the evaluation process and demonstration of the Iowa Teaching Standards
- Observe and provide feedback on effective instructional practices
- Assist teachers with dealing with the demands of the profession

Curriculum Leaders

34 positions (representing PK-12 content areas depending on the curriculum revision needs of the district)

100% teaching position with additional leadership duties.

The supplemental salary will be \$1,800. Curriculum Leaders will work 5 additional contract days and extended contract hours.

- Research new and innovative curriculum practices
- Review course and content data, and teacher recommendations for curriculum revisions
- Develop content and assessments aligned to the Iowa Core and district standards
- Collaborate and communicate curriculum/assessment expectations with colleagues

Technology Integration Coaches

2 positions serving all district buildings

100% coaching position- no additional teaching assignment

Base salary plus the supplemental salary of \$3,423. The Technology Integration Coach will work 10 additional contract days and extended contract hours.

- Investigate and share technology resources to enable the differentiation of instruction
- Support teachers' integration of technology to improve instructional practices and Iowa Core implementation
- Collaborate with the district's Technology department and administrators
- Train and support building Technology Integration Leaders, Instructional Coaches, and teachers

Technology Integration Leaders

8 positions (one for each PK-6 building, three for the 7-12 campus)

100% teaching position with additional leadership duties.

The supplemental salary will be \$1,000. The Technology Integration Leaders will work 2 additional contract days and extended contract hours.

- Support teachers' use of technology to improve instructional practices
- Serve as liaison between Technology Integration Coach and building staff
- Share and model technology resources to enable the differentiation of instruction

Positive Behavior Interventions & Supports (PBIS) Coaches

6 Positions (1 per each K-8 building)

100% teaching position with additional leadership duties.

The supplemental salary will be \$1,000. The PBIS Coaches will work 2 additional contract days and extended contract hours.

- Guide implementation and documentation of the building's PBIS plan
- Analyze and communicate PBIS data with staff
- Facilitate PBIS Team meetings
- Collaborate with administrators, other PBIS Coaches, and AEA representative

Selection Review Committee

7 positions (1 teacher representing each building)

100% teaching position with additional leadership duties.

The supplemental salary will be \$1,000. The Selection Review Committee will work 5 additional contract days and extended contract hours.

- Collaborate with an equal number of administrators to review applications and interview teachers for TLC positions
- Recommend teachers to the superintendent for TLC positions
- Review the Teacher Leader position evaluations
- Evaluate the effectiveness of the TLC plan and recommend changes

Professional development and implementation of the Data Teams process are key components of the continuous improvement system of the Mason City Community School District. The leadership roles included in the TLC plan will enhance the fidelity of implementation of the Data Teams process. The Instructional Coaches are leaders in our professional development and support the Data Teams process. The data teams use assessments aligned to the Iowa Core to identify the students' strengths/needs and select instructional strategies to improve student achievement.

The input from the committee members and teacher surveys emphasized expanding the number of Instructional Coaches. Currently, the district has three instructional coaches who teach in the classroom full-time and are paid a stipend to work with teachers before and after school. With the TLC funding, we would hire eight full-time instructional coaches for the district, one in each elementary and intermediate school, and three at the 7-12 secondary campus. The hiring of full-time instructional coaches for each building will increase teacher support in the use of evidence-based instructional practices, ensure the Data Teams process is implemented with fidelity, and aid in the analysis of data from formative and summative assessments (including the PK-6 FAST assessments).

Data Team Facilitators hold key positions in leading and sustaining the Data Teams process. They will collaborate with the Instructional Coaches and administrators to lead their colleagues in the Data Teams process.

The Curriculum Leaders will aid the district's alignment and implementation of the Iowa Core. They will foster greater communication of curriculum and assessment expectations with colleagues.

Mentors support new teachers during their first two years in the Mason City Community School District. They assist new teachers in understanding the evaluation process and the district's initiatives, provide them with feedback on instructional and classroom management practices, and support them with the demands of the profession,

The results from the TLC Planning Committee Survey emphasized a need for greater support with technology integration. The committee felt strongly about the need to create two Technology Integration Coach positions and building-based Technology Integration Leaders. These leadership roles will expand technology instructional practices and improve student learning.

The PBIS Coaches will enhance the effectiveness and sustainability of the Positive Behavior Interventions & Supports initiative. PBIS fosters a safe learning environment for all students, which positively impacts student achievement.

The Selection Review Committee will review applicants for the teacher leadership positions and make recommendations for leadership assignments. The committee members will facilitate an evaluation process of the teacher leadership roles, and monitor and adjust the district's TLC plan to ensure teacher leaders support our district's effectiveness at aligning curriculum and assessments to the Iowa Core, implementing the Data Teams process and research-based instructional strategies in classrooms, sustaining Positive Behavior Intervention & Supports (PBIS) initiatives, and implementing Multi-Tiered System of Supports (MTSS) for K-6 literacy.

The addition of the leadership positions included in the TLC plan will strengthen instruction throughout the MCCSD. These positions will create increased opportunities for professional learning, collaboration, and feedback for teachers. The teachers serving in these leadership positions will have opportunities for professional growth through training, collaboration, and communication among teacher leaders.

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.

The MCCSD's Comparable Plan model would establish ten full-time coaching positions and 145 supplemental teacher leadership positions. These positions will be filled by current teachers who serve as models of exemplary teaching practice, possess a valid teacher license (with at least 3 years of teaching experience and 1 year of experience with MCCSD), actively participate in professional development and continuous learning, and demonstrate the skills to assume leadership roles. Teacher leadership assignments will be for one school year, after which teachers may reapply for the same position, apply for a different position, or decide not to reapply. All candidates interested in becoming a teacher leader are expected to provide evidence of excellent communication skills, the ability to foster collaboration among adults, and instructional expertise. The addition of these teacher leadership positions will allow MCCSD to better meet the district needs and the following state goals of the Teacher Leadership and Compensation initiative:

- Attract and retain effective teachers
- Promote collaboration
- Reward professional growth and effective teaching
- Improve student achievement

Selection Review Committee

After receiving notification of approval of MCCSD's TLC plan and award of the TLS funding, the first step of the TLC Planning Committee will be to establish the Selection Review Committee. This committee will consist of seven teachers, who demonstrate an understanding of how the TLC plan improves instructional practices and help grow teacher leaders, and up to six administrators. Detailed job descriptions and job postings will be developed by the end of January 2015. The main duties of this committee include:

- Develop and maintain an application process which encourages teachers to apply and aids in the selection of quality candidates for leadership roles
- Collaborate with administrators to review applications
- Interview candidates for the TLC positions
- Recommend teachers to the superintendent for TLC positions
- Evaluate the effectiveness of the TLC plan using metrics developed at the start of the project and recommend changes

Selection Process

The MCCSD's selection process for full-time coaching positions will differ from the process from the supplemental teacher leadership positions. All applicants will be filled by current teachers who serve as models of exemplary teaching practice, possess a valid teacher license (with at least 3 years of teaching experience and 1 year of experience with MCCSD), participate in professional development and demonstrate habits of continuous learning, and demonstrate the skills and qualifications to assume leadership roles. The following are the main steps for each of the selection processes:

Full Time Positions:

- Leadership positions posted and application process communicated by February 15
- Applications screened by the Selection Review Committee by March 15
- Interviews conducted and candidates selected by end of March
- Recommendation to the superintendent and notification to candidate by the end of March

Supplemental Positions

- Leadership positions posted and application process communicated by April 15
- Applications screened by building administrators by May 1
- Candidates selected by building administrators and recommended to Selection Review Committee by May 15
- Recommendation to the superintendent and notification to candidate by the end of May

Recruitment

The recruitment of all teacher leader positions will occur internally since all positions require at least one year of teaching experience in the MCCSD. Every opportunity in the recruiting process will highlight the opportunity to reward teachers for serving in a leadership position and the opportunity to grow professionally while working to improve student achievement. Advance notice of upcoming Instructional Coach and Technology Integration positions availability will be announced to

teachers via district email immediately following notification of funding to encourage consideration of participation for these positions. Detailed job descriptions for each of the teacher leadership positions will be posted via district email and website, and explained at building and teacher association meetings. Administrators, fellow teachers, and parents may suggest and encourage potential leaders who may not apply on their own.

Application

The application process for full-time teacher leadership positions will utilize the same online system used for other district positions. The application process will be transparent to ensure that all employees have an opportunity to become teacher leaders. Applicants will indicate their interest and strengths related to the leadership positions. Interviews will be conducted for the ten full-time coaching positions.

Review

A review process will be conducted annually for all positions and the TLC plan. One goal of the review process is to ensure that teacher leadership positions enhance classroom instruction and improve student achievement. The Selection Review Committee, along with administration will review the effectiveness of the full-time positions. The Selection Review Committee and building administrators will review the supplemental positions. The following is the process for reviewing teacher leaders:

- The Selection Review Committee will develop survey and self-reflection measures to evaluate the effectiveness of each teacher leadership role.
- Student achievement data will be analyzed to determine the impact of the teacher leadership positions.
- Following review of evaluation feedback, the Selection Review Committee will determine teacher eligibility for reappointment to leadership positions.

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.

The Mason City Community School District encourages educators to remain lifelong learners. It is through a research-based professional development plan that we develop teachers and impact our students. The teacher leaders proposed in our TLC plan will support teachers in the application of our district's initiatives of aligning curriculum and assessments to the Iowa Core, using the Data Teams process and research-based instructional strategies in classrooms, sustaining Positive Behavior Intervention & Supports (PBIS) initiatives, and implementing Multi-Tiered System of Supports (MTSS) for K-6 literacy.

Instructional Coaches

- Support implementation of professional development initiatives and analysis of student data
- Model research-based strategies and monitor their implementation
- Provide teachers with coaching and non-evaluative feedback
- Ensure the Data Teams process is being followed with fidelity
- Collaborate with building administrators to plan and facilitate professional learning

Data Team Facilitators

- Support sustainability of the Data Teams process and guide a team's agenda
- Ensure team members are fulfilling assigned roles and are following the Data Team process with fidelity
- Serve as a liaison to the building administrator and instructional coach to discuss progress and team needs

Curriculum Leaders

- Guide implementation of Iowa Core Standards into district classrooms and communicate expectations with grade level or department colleagues during professional development grade level opportunities
- Analyze Iowa Core Standards to identify skills students need to know and understand
- Develop curriculum and assessments to teach and measure those skills

Technology Integration Coaches

- Model a variety of technology tools and strategies to improve instructional practices
- Collaborate with building Technology Integration Leaders to support teachers

Technology Integration Leaders

- Work with technology integration coaches to improve building level implementation of technology
- Share and model a variety of technology tools and strategies

Positive Behavior Interventions & Supports (PBIS) Coaches

- Sustain a PBIS plan which ensures a safe learning environment
- Collaborate with PBIS building team and administrator to coordinate student recognition, analyze discipline data, and make data-based decisions

Mentor Teachers

- Guide, collaborate, and reflect with new teachers as they develop their Iowa Teaching Standards Portfolio
- Provide non-evaluative feedback on effective practice to support new teachers with the demands of the profession

Administrators and teacher leaders have embedded our focus areas of the Iowa Core, data-based decision-making and research-based instructional strategies into the Data Teams process. The strong correlation between the Data Teams process and the key elements of the IPDM listed below will be strengthened by the TLC plan.

Collect & Analyze Student Data

Data Team Facilitators guide their teams as they collect and analyze student data. After identifying priority standards and developing formative assessments, teams collect and record baseline data (Step 1). The teams analyze data to identify student strengths and needs to determine next steps in the students' learning (Step 2).

Goal Setting & Student Learning

Data Teams set goals based on a selected Iowa Core standard and student needs (Step 3). The teams select research-based instructional strategies to move students to the next level of learning. The Instructional Coach plays an integral part, supporting teachers with strategy selection (Step 4).

Selecting Content

Educators have an ongoing need to expand their knowledge of best practice. Instructional Coaches meet regularly with administrators to design PD topics based on the needs of the data teams and students.

Designing the Process

PD will be delivered through several opportunities under the teacher leadership plan. Weekly PD sessions are designed to address topics for each data team, specific grade levels/content areas, and building needs. Instructional Coaches will be involved in designing and delivering PD for data teams and individual teachers, and be available to assist teachers with their individual career development plans (e.g., book studies, modeling strategies, and providing feedback to improve instructional practices).

Training/Learning Opportunities

Professional development for teachers is scheduled on a weekly basis (Tuesday mornings from 7:30-8:30 a.m.) with additional full and half days scheduled throughout the school year. Professional development provides teachers with opportunities for information/theory, demonstration, and practice using research-based instructional strategies.

Collaboration/Implementation

Each teacher in the Mason City Community School District is assigned to a grade level and/or content area data team.

Collaboration allows teachers to solve questions that arise during implementation of new instructional strategies and benefit from peer coaching.

Ongoing Data Collection (Formative Evaluation)

Teachers monitor how strategies are working by determining a standard for proficient student work and behavior (Step 5). If student needs are not being met, different strategies need to be modeled and applied.

Program Evaluation (Summative)

Our PD goal is to empower teachers to positively impact student achievement. The Data Teams process allows us to continually monitor student progress and adjust instruction accordingly. Teachers evaluate student data and reflect on next steps (Step 6).

Sustainability of this PD plan depends on the ongoing support of teacher leaders. The teacher leaders, working with teachers and administrators, will enable our district to meet the needs of our students.

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.

The Mason City Community School District's initiatives include aligning curriculum and assessments to the Iowa Core, implementation of the Data Teams process and research-based instructional strategies, sustaining Positive Behavior Intervention & Supports (PBIS), and implementing Multi-Tiered System of Supports (MTSS) for K-6 literacy. Our district's TLC plan will connect, support, and strengthen these core initiatives as well as the state goals listed below.

Goal 1: Attract and retain effective teachers

Monitoring implementation: MCCSD administrators pursue individuals who have excelled at student teaching within the district, and attend job fairs at area colleges and universities to recruit effective teachers. The district hopes to attract teachers by offering leadership opportunities, and increased responsibility and compensation. Prior to the school year, Instructional Coaches and Technology Integration Coaches will provide training sessions to new teachers on the Data Teams process, Iowa Core standards and curriculum, and instructional strategies. New teachers will also be paired with mentors for ongoing support.

Determine the Impact/Effectiveness of the TLC Plan: The Selection Review Committee will develop, administer, and monitor teacher surveys relative to TLC implementation.

- Mentors and administrators will meet quarterly to discuss the effectiveness of mentor partnership
- Survey new teachers annually about their satisfaction and level of support, willingness to try new instructional strategies and receive feedback
- Administrators will monitor the skill proficiency of new hires and their growth over time (meetings with Instructional Coaches, formal observations, walkthroughs, portfolios, mentoring) in content, and classroom management

Goal 2: Promote collaboration

Monitoring implementation: Instructional Coaches developed Google Drive folders for each data team to document their work and promote collaboration. Through quarterly reviews of these folders, information can be collected to determine the quality of the collaborative meetings, as well as the team's progress. Instructional Coaches and Technology Integration Coaches will document the frequency and amount of time engaged in coaching sessions. Using Curriculum Manager, teacher leaders organize units of instruction to improve accessibility for all teachers. In addition, Curriculum Leaders will document the facilitation of monthly district meetings across grade levels and content areas, while Technology Integration Leaders will document facilitation of ongoing learning sessions at the building level. Collection and analysis of student data, along with alignment to the Iowa Core, will drive the focus for these meetings.

Determine the Impact/Effectiveness of the TLC Plan: Google Drive folders will be used as an indicator of collaborative efforts. Administrators and Instructional Coaches will use this information to conduct observations of implementation of research-based strategies, looking for consistency of instructional practices.

Goal 3: Promote professional growth and reward effective teaching

Monitoring implementation: Teacher leaders will participate in external and internal professional growth opportunities to increase their knowledge of the Data Teams process, effective instructional practices, and leadership strategies. Administrators will work with teacher leaders to analyze data in order to create relevant professional development for teachers. Administrators will conduct classroom walkthroughs monthly to provide teachers with specific, written feedback addressing the implementation of professional development strategies.

Determine the Impact/Effectiveness of the TLC Plan: Through continual evaluation of the TLC plan's effectiveness, revisions will occur based on data drawn from the following formative and summative measures:

- Administrators will use a common evaluative method during walkthroughs in the district to record implementation of professional development strategies.
- Teacher survey of TLC program (pre-implementation and end of year)
- Student data (FAST, aReading, Iowa Assessments, graduation rate, attendance, high school enrollment in college-level coursework)
- Targeted Individual Career Development Growth Plans (based on building data)

Goal 4: Improve student achievement

Monitoring implementation: Teachers will meet a minimum of three times each month in data teams to monitor instruction, analyze student data from formative assessments, and to make changes based on data results. Data team results are recorded in Google Drive action plans in order for Instructional Coaches and administrators to monitor student achievement.

Determine the Impact/Effectiveness of the TLC Plan: Through continual evaluation of the TLC plan's effectiveness, revisions

will occur based on data drawn from the following formative and summative measures:

- Assessment process using summative (Iowa Assessment, end of unit assessments, district assessments), and formative (data team and teacher generated) assessments
- Graduation rate
- Screening assessments and progress monitoring (aReading, FAST assessments)
- PBIS data and Building Tomorrow Culture and Climate Survey (grades 5-11)

MCCSD recognizes the need for continual monitoring and adjustment of the TLC plan in order to refine and enhance its effectiveness. The district will utilize a variety of methods to gather data and feedback, as described above. Based on data, observation, and input from stakeholders, the Selection Review Committee will examine all aspects of the plan, noting areas of strength and improving areas of weakness. The Selection Review Committee will also modify goals, revise job descriptions, and amend evaluative measures on an annual basis.

Using Part 9 application narrative from Year 1?

Yes

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

Grant Allocation

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

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

Certified Enrollment Number	3724.7
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$1,150,261.85
Total Allocation	\$1,150,261.85

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.	\$228,297.42
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).	\$17,550.00
Amount used to provide professional development related to the leadership pathways.	\$42,214.43

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

\$862,200.00

Totals

\$1,150,261.85

Other Budgeted Uses - Description

Item description	Amount budgeted
Full salary and benefits for Instructional Coaches and Technology Integration Coaches	\$830,000.00
Cost associated with Mentors and New Teacher Orientation	\$32,200.00
	\$862,200.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$1,150,261.85

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)

The proposed budget for the Mason City Community School District outlines how the Teacher Leadership Supplement (TLS) Funds will be used to support the Teacher Leadership and Compensation system. This budget makes a significant investment in a program which utilizes the strengths and expertise of teachers, compensates and trains them to assume leadership roles and support their colleagues, and expands our capacity to meet the needs of the students we serve. Implementation of the TLC plan would create a total of 145 positions to fill the eight teacher leadership roles. These new and additional positions would enable up to 54% of the Mason City Community School District's teachers to serve in a leadership capacity, well above the state's goal of 25%.

Estimated Budget for 2015-2016

Certified Enrollment	3724.7	
District Allocation Based on Enrollment (308.82)		= \$1,150,261.85
Amount Budgeted:		
Minimum Salary \$33,500.00		0.00
Salary/Benefits for Coaching positions		830,000.00
Salary Supplements + FICA/IPERS for TLC roles		228,297.42
Release Time/Substitute Costs		17,550.00
Professional Development for TLC positions		42,214.43
Mentors and New Teacher Orientation		32,200.00
Totals		\$1,150,261.85

Minimum Salary:

The MCCSD already exceeds the minimum salary of \$33,500. The base salary for new professionals in MCCSD for the 2015-2016 school year is \$36,610.00. TLS funds would not be used for this purpose.

Salary/Benefits for Coaching Positions:

The TLC plan established ten (10) full-time coaching positions with no additional teaching responsibilities. Eight (8) Instructional Coaches will be assigned to support instruction and two (2) Technology Integration Coaches will support the use of technology. The salary and benefits for these ten (10) positions is estimated at \$830,000.

Salary Supplements:

The committee has allocated the funds for the teachers assigned to leadership roles to provide supplemental stipends to compensate them for additional contract days for training and collaboration and extended contract hours. The TLS funds will supplement the already existing contract and will not reduce the salary of any certified staff once implemented.

Instructional Coaches = \$5,135 with 15 additional days and extended contract time. There will be eight (8) leaders for a total cost of \$41,080.00.

Technology Integration Coach = \$3,423 with 10 additional days and extended contract time. This will be two (2) individuals for the district. The total cost will be \$6,846.00.

Data Team Facilitators = \$750 with 2 additional days and extended contract time. There will be 60 positions for a total cost of \$45,0000.00.

Curriculum Leaders (both elementary and secondary) = \$1,800 with 5 additional days and extended contract time. There will be 34 people for a total cost of \$61,200.00.

Mentor Teachers (for probationary teachers) = \$1,000 with 2 additional days and extended contract time. There will be approximately 20 mentors (depends on number of probationary teachers). This would include extended contract time for the meetings after school hours and the new teacher orientation week. The total cost will be \$32,200.00.

Technology Integration Leaders = \$1,000 with 2 additional days and extended contract time. The plan is to have 1 person in each building. The cost will be \$8,000.

PBIS Coaches = \$1,000 with 2 additional days and extended contract time. There will be one (1) PBIS coach in each K - 8 building (total of 6 in the district) which will be a total cost of \$6,000.00.

Selection Review Committee = \$1,000 will work 5 additional days and extended contract time. There will be 7 teachers representing each building. This will total \$7,000.00.

Release Time/Substitute Costs:

In order to sustain the TLC plan and provide the highest level of support, the committee decided to budget for substitute costs (\$17,550.00) to enable teachers to be released from teaching duties to observe other teachers, collaborate on data teams, and access leadership trainings and resources.

Professional Development for TLC positions:

The teachers selected for the TLC positions will need access to training on effective coaching practices and opportunities for collaboration with others serving in similar roles. Professional development will enable teacher leaders to successfully coach others on effective instructional practices. A professional development budget of \$42,214.43 has been allocated for costs associated with registration, travel expenses, and materials purchased.

Mentors and New Teacher Orientation:

TLS funds have also been budgeted to cover the cost of the mentee orientation and induction program (additional contract days, professional development and training) for new teachers and their mentors. Cost is approximately \$32,200.

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