



Application

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

139874 - This is for the Teacher Leadership and Compensation Application.

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/13/2015 12:26 PM

Primary Contact

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Agency

Organization Information

Organization Name: Mediapolis Community Schools
Organization Type: K-12 Education
DUNS:
Organization Website:

Address:

725 N. Northfield Street

Des Moines

Iowa

52637

City

State/Province

Postal Code/Zip

Phone:

319-394-3101

Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name

John Kerr

Title

Curriculum Director

Organization

Mediapolis CSD

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

Address

725 North Northfield

City/State/Zip*

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52637

City

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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

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

Name

Dawn Kelly

Title

School Business Officer

Organization

Address

City/State/Zip

Iowa

City

State

Zip

Telephone Number

E-Mail

County(ies) Participating, Involved, or Affected by this Proposal	Des Moines County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	44
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	87
<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.

This grant will be used to benefit all of our students. We will improve instructional practices and student achievement for everyone in the district.

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. **John Kerr**

Title of Person Submitting Certification **Curriculum Director**

Recipient Information

District **Mediapolis 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 **Greg Ray**

Telephone Number **319-394-3101**

E-mail Address **kerrj@mepoedu.org**

Street Address **725 North Northfield**

City **Mediapolis**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **52637**

TLC Application Contact

Honorific

Name of TLC Contact **John Kerr**

Telephone Number **319-394-3101**

E-mail Address **kerrj@mepoedu.org**

Street Address **725 North Northfield**

City **Mediapolis**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **52637**

Demographic Profile

October 2014 Certified Enrollment **756**

October 2014 Free/ Reduced Lunch % **28**

AEA Number **16**

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)

Our mission statement: “The Mediapolis Community School District challenges each individual to strive for excellence and to become a lifelong learner.” The TLC Committee has used this as our guiding statement. We want our students and teachers to always be striving to improve themselves throughout their lives. Our core values for our district include: educational excellence, continuous learning, collaboration, and strong teacher leadership throughout the district.

The District’s TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners.

To help us succeed in our vision, we will have two new types of positions available through the TLC Grant. We will have two Instructional Coaches in the district. There will be a coach for the Pk-5th grades and another coach will help assist our 6th-12th grades. We will also have sixteen Model/Mentor positions that can support teachers that are new to the district as well as assisting teachers that want to see a lesson or teaching practice modeled.

The Instructional Coaches and Mentor/Model Teachers will help benefit our students and teachers throughout the school year as we complete the alignment of our resources with the Iowa Core. The dialogue between the new leadership positions and the teachers will give us great insight into how the alignment process is going. These conversations may occur in collaboration activities with the other districts, or in our district PLC time during professional development. These leadership positions will also enhance teaching practices and skills. The Instructional Coaches and Mentor/Model Teachers are being hired at an opportune time for our district. With NGSS being approved and STEM on the forefront, our new leaders will have plenty of opportunities to help teachers gather data and provide resources in these areas. The Instructional Coaches will assist the district in developing a plan of implementation for NGSS.

One of our goals this year is to educate our staff on MTSS and to make sure everyone is comfortable with what it is and how it can benefit students. When we have Instructional Coaches and Mentor/Model Teachers, this process will continue next year with their support and guidance in the realm of MTSS. Teachers will be able to observe Mentor/Model Teachers, and the Instructional Coaches can provide resources or strategies depending upon each individual teacher’s needs.

A goal for the district is to create a positive culture that is centered around learning. This year we are implementing PBIS in our district. We have created the acronym “BARK” to help our students focus on positive behaviors throughout our district. The Instructional Coaches and Mentor/Model Teachers can help in this endeavor, as well. These leadership roles will assist classroom teachers in behavioral instruction to promote a positive culture. Feedback from PLCs and collaborative activities have shown that a lot of our groups are focusing on assessments and data collection. The Instructional Coaches would be great assistance in this area. We use MAP, FAST, Iowa Assessments, and many other assessment tools to help monitor our student success and learning. The Instructional Coaches could help the curriculum director with analysis, interpretation, and use of all of this data. The Instructional Coaches would use the information gathered from data to assist teachers in planning and implementing instruction. This year our Professional Development will focus on collaboration. We have used PLC time to allow each PLC to have conversations that are focused on strategies, resources, and instruction that is centered on their particular subject area or grade level. In short, we are differentiating our PLCs. The district Instructional Coaches will play an integral part of sustaining and improving this process. The Instructional Coaches will listen to different PLCs and let the administration know what each group is focusing on and what needs these PLC groups have for the year. Mediapolis, Morning Sun, and Danville have invested time and resources to have collaborative meetings between districts. Danville already has coaches involved in the process. Mediapolis strives to have Instructional Coaches in the collaborative meetings as we go forward. These coaches could help with the process of setting up these meetings in our district. They would also help with resources and strategies within the meetings. In the reflection piece, the Instructional Coaches would provide valuable feedback from within the meetings themselves. Instead of having one administrator trying to rotate between two or three PLC meetings, there would be enough leaders to focus on just one PLC meeting and help support that meeting.

These new leadership positions will give us great flexibility and resources to achieve all of our goals. These positions

will be valuable to the district next year and in the future.

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? **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).

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners. This process was started by applying for the TLC planning grant funds. When the application for these funds were approved, the district was provided \$7700 for the district to plan and coordinate the TLC structure. The funds were used to provide additional pay to write the grant application. The funding was allocated to staff in the form of an hourly wage. Grant funds allowed for a significant amount of time to be spent developing the TLC plan. Additional research was conducted which included document reviews of other teacher leadership structures used across the state. A survey was then developed by the committee based on that research. The survey was distributed to staff and results were analyzed by the committee. The grant allowed for time to evaluate potential leadership positions and set specific job descriptions for those positions. Criteria, interview questions, and supporting rubrics were established for selecting individuals to fill leadership positions. Also, supporting documents were created for each part of the application to establish the plan's consistency and sustainability as it strengthens the Iowa Professional Development Model and our current district initiatives.

The TLC Committee started meeting in September 2014. At the beginning of this process, we were looking at working with a neighboring district (Morning Sun) on this grant. After discussions, it was decided that the district would write our own grant.

The TLC Committee consisted of:

- Two high school teachers
- Two elementary teachers
- Three middle school teachers
- Two principals
- One superintendent
- One curriculum director

The TLC Committee commitment to this grant was outstanding. The attendance rate for the committee meetings was over 90%. We met at least once a month and sometimes there were two meetings a month. In-between meetings, groups would be assigned next steps for the upcoming meeting. Each group would look at a different part of the grant, analyze the question, and then think of responses to the question that would lead us in our discussions at the next meeting.

Members of the committee are parents in the district. We also invited a parent from the district, who is not a teacher, to the meetings. There was also a board member from the community that would come to certain meetings. These stakeholders gave us opinions on the plan and allowed us to glean input from the community and the board.

The TLC Committee has met monthly throughout the school year. Our discussions at these meetings have led us to focus on the following:

- We consistently review other district's applications and think about how each question pertains to our district. We are focusing on our district's strengths and areas of improvement. We are constantly asking each other how these positions can help our students have more success in our system, and how these positions will help our teachers with instruction in the classroom.
- The vision and goals of the Mediapolis CSD closely align with the goals of our TLC plan. The TLC discussions made us think about how we are tying these new coaching positions into our whole district plan for students and teachers.
- The new positions are discussed frequently. We have defined each of the leadership roles in our plan.
- The process for filling these positions has been discussed within the TLC Committee. We want the process to be rigorous and fair. The qualifications have been established for each position. The interview process will begin in the spring of 2016, and these positions will be filled in the 2016-2017 school year..
- The timeline for this process has been explored throughout the school year. Our first meetings focused on formulating ideas. We used our knowledge of the district to think about how to inform and gather information from

our fellow educators. A survey was given to find baseline information. Our discussions were driven by that data.

The document was written through the discussion of the data in order to make it valuable to our district, and not just a checkmark for the grant.

- We wrote the narratives, discussed them, edited, and then looked at the rubric. We wanted the information to be driven by the needs of the district and not just going line-by-line to get a “good score”.
- We have a differentiated TLC group that contains administrators, teachers, parents, community members, and school board members. They provided feedback about the grant application and our vision for these positions within our district and community.

Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners.

The purpose/goal of this plan is to develop and implement a high-quality structure that:

- Leads us to the refining of current teaching and learning practices to increase student achievement and success
- Establishes a process where teachers have a sense of collegiality with teacher-leaders for a common purpose
- Retains our high-quality teachers by showing them that teacher leader opportunities are available with increased responsibilities
- Promotes collaboration between teachers and teacher-leaders to drive discussions that ultimately yield higher student achievement
- Defines and assesses the knowledge, skills, and competencies that teachers need in order to assume and retain leadership roles in the district
- Promotes communication between students, teachers, teacher-leaders, and administrator roles

Data on the Mediapolis Community School District is listed below:

Grade Subject % Proficient

4th Math 80

8th Math 90

11th Math 86

4th Reading 76

8th Reading 84

11th Reading 92

4th Science 93

8th Science 97

11th Science 90

The TLC's purpose is to improve student achievement. Our data shows that overall our scores are consistently positive in this regard. We are always striving to improve our student successes. The new leadership positions will allow us to keep improving teacher instruction and student learning through constant collaboration with teachers, administrators, and all stakeholders throughout the district.

The district also uses multiple assessment data in the classroom and building levels to guide instruction in an effort to enhance student achievement. We give MAP assessments throughout the year for data on individual student growth. We do administer the FAST and IGDIs assessments, as well. These data points help us determine what the needs of our students are right now.

Mediapolis CSD has experienced a longstanding reputation for both academic and extracurricular excellence. Our goal for the TLC plan implementation is to build student achievement and success. This plan will further our improvement efforts by supporting both students and teachers.

The District TLC plan calls for the infusion of Instructional Coaches and Model/Mentor teachers. There will be two Instructional Coach positions and sixteen Model/Mentor teachers.

One Instructional Coach will assist pre-kindergarten through fifth grade teachers, while the second Instructional Coach will assist sixth through twelfth grade teachers. This will keep consistency between the elementary and secondary buildings. Those filling these positions would ideally be both highly skilled in implementing effective

instruction and adept at educating others in need of assistance. Both of our Instructional Coaches will provide staff with full-time support in all teaching areas and consistently lead the teachers in the implementation of the characteristics of effective instruction and use of instructional technology. This would include teaching for understanding, proper rigor and relevance differentiation, formative assessments, and student-centered instruction. The Instructional Coaches will be monitoring the teachers' use of CEI to see if they are using this model in daily classroom practice.

The sixteen Model/Mentor Teachers will teach full-time while serving as models of exemplary teaching practice. Model/Mentor Teachers will spend their time modeling best teaching practices for other teachers, including new teachers to the profession. We understand there is not a lot of turnover in our district, so the Model/Mentor positions may adjust their time schedules accordingly depending on the influx of new teachers.

To summarize our TLC Plan:

We will use the resources from the TLC Grant to attain the starting salary for our teachers. From that point, we will seek the services of two qualified, aspiring teacher-leaders for our Instructional Coaching positions. They will also have a 10-day extended contract. There will be sixteen Model/Mentor Teacher positions available. These positions will provide modeling of best practices for other teachers to observe. There will be a five day extended contract for these teachers.

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

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

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners. The Mediapolis Community School District will connect to, support, and strengthen the district's key school improvement structures, processes, and initiatives.

Mediapolis initiatives:

- **Professional Learning Communities (PLC)** - The TLC positions will provide assistance in the collaborative efforts between our Initial Teachers, Career Teachers, Model/Mentor Teachers, and Instructional Coaches. This will foster an environment of professional growth.
- One of our Instructional Coaches will collaborate with Pk-3 teachers on analyzing the FAST data. Through these collaborations, there will be fruitful discussions on progress monitoring and/or interventions that each child may need at the present time.
- The 6th-12th grade Instructional Coach can support teachers that are using the MAP assessment. This coach can assist the teacher if there are any pre-test administering questions, or if the teacher needs support in finding MAP assessment data after the tests are taken.
- Model/Mentor coaches can be available to support teachers in either the MAP or FAST assessments.
- **Positive Behavior Intervention Supports (PBIS)** - The TLC positions will collaborate with the PBIS team to analyze data for successful implementation of this school-wide program. These positions will effectively communicate successful strategies and make recommendations for continual improvement.
- Both of our Instructional Coaches will be a part of the PBIS Committees. They will be able to gather information and collaborate with other PBIS members about our BARK initiative.
- **Iowa Core Standards** - The TLC positions will collaborate with curricular areas and the curriculum director to ensure that standards and benchmarks are achieved. Data will be collected and monitored through PLCs and assessments to meet Iowa Core standards.
- The Instructional Coaches will collaborate with the teachers in each building. Our Pk-5 Instructional Coach will work with teachers on early literacy initiatives and Core Standards. The coach will be able to provide resources, data, Professional Development, and strategies to make sure all teachers are knowledgeable about the Core and are using those standards to improve student learnings. The 6th-12th grade Instructional Coach will assist and support middle school and high school teachers in the same way. This coach will provide resources, data, PD, and teaching strategies that assist teachers with their instruction.
- The Model/Mentor Teachers will be able to assist the teachers in the district by providing opportunity to observe them showing high-level teaching strategies they use in their classrooms to educate students on Core Standards.
- **Assessments (FAST, MAP, Iowa Assessment)** - The TLC positions will use evidence from multiple assessments in monitoring student progress and effectively communicating data with teachers. The data gathered from these assessments will be used by the TLC positions in working with Initial Teachers, Career Teachers, and Model/Mentor Teachers in designing effective instruction to address areas of deficiencies, as well as challenging gifted learners.
- All new leadership positions can be of assistance in our assessments. This may be assisting with the administering of the test, or data analysis after the assessments are given.
- **Multi-Tier Support System (MTSS)** - The TLC positions will guide teachers in order to meet the needs of all students by collecting data, analyzing data, and identifying students who need additional supports. These discussions will provide teachers with interventions to ensure that all learners demonstrate proficiency in the Iowa Core standards.
- Our two Instructional Coaches will be able to assist teachers and administrators in our constant improving on our MTSS system. The collaboration opportunities with the teachers will help us determine PD opportunities or other learnings that need to occur for us to keep implementing a system of interventions for those students that need it.
- **Technology (STEM)** - The TLC positions will continue the implementation of our current Mediapolis technology incentives. Professional development will be led by our new positions to guide our staff to provide students with the necessary 21st century skills.

Together the TLC initiatives, along with the roles of our leadership team, will allow us to support our district's mission

to challenge each individual student to strive for excellence and to become a lifelong learner.

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)

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners.

The TLC plan will:

- allow for more release time to be spent by mentors and new educators in the classroom setting or to complete mentoring activities. The amount of release time will depend on the needs of the teachers (and the amount of new teachers) in each building.

- provide additional resource personnel (Instructional Coaches/Model Teachers) to assist beginning educators and mentors. We will have 18 new positions that can provide support and assistance to our district.

- provide additional funding to compensate mentors. Right now we are doing this through our "Journey to Excellence" program.

The Mediapolis TLC plan will utilize approximately 16 Model/Mentor Teachers. Model Teachers will be available to demonstrate effective instructional practices, teaching strategies, use of assessment tools, management techniques, and the development of lesson plans that align with the Common Core curriculum. Instructional Coaches will meet with Model Teachers to coordinate a lesson focus that meets the need of the teacher requesting an observation. Some of the Model Teachers may also become Mentor Teachers to those who are new to the profession. The number of Mentor Teachers needed each year will vary, as it will depend upon the number of beginning teachers in the district. These Model Teachers, Instructional Coaches, and Mentor Teachers will serve as a strong resource and support system for beginning teachers.

The goals of the Mediapolis Beginning Educator Mentoring and Induction Program are:

1. To promote excellence in teachers as described in the Iowa Teaching Standards
2. To enhance student achievement
3. To build a supporting environment for beginning educators
4. To increase retention of promising beginning educators
5. To promote the personal and professional well being of classroom teachers
6. To support continuous improvement and growth of beginning educators

The Mediapolis Community School District has a formal "Beginning Educator Mentoring and Induction Program" which defines the application and selection process, training, and responsibilities of district mentors. Mentors are trained in the program Journey to Excellence: An Iowa Model for Mentors of Beginning Educators. Prospective mentors must have a minimum of four years of successful teaching experience and meet other application criteria as listed in the mentoring plan. They must participate in up to eight days of formal mentor training held at the Great Prairie AEA. Mentors also are required to attend a district orientation session with the new teacher prior to pre-service days in the fall. Mentors and beginning educators attend monthly meetings with the district mentoring support group, which is facilitated by the district mentoring coordinator. Mentors also make an ongoing commitment of time to support the beginning teacher.

The organizational structure of the mentoring program supports the demonstration of classroom practices and includes minimal release time for mentors and beginning teachers to plan/meet together. The mentoring program allows beginning teachers to observe the teaching practices of other educators and provides time for discussion. This creates opportunities for other teachers to share their expertise with beginning teachers. The program also allows Mentor Teachers to observe new teachers and provide feedback to help them grow as an educator. These experiences help beginning teachers form a professional relationship with their mentors and encourages them to see their mentors as a valuable district resource. This kind of support system helps new teachers gain the knowledge and confidence needed to become effective and committed educators.

Each semester new teachers and mentors are required to complete a mentoring program evaluation that measures the effectiveness of the mentoring program. Analysis of the questionnaires from the past five years show an overwhelming satisfaction with the guidance, support, and reinforcement received through the current mentoring program. Written comments by both mentors and new teachers indicate that the program has fostered an increased understanding of the Iowa Teaching Standards and that beginning teachers also indicate a high level of confidence in their growth as a professional. Educators shared that the purpose of the program (supporting beginning educators in continuous improvement and growth) was being achieved.

Written comments also indicated the main obstacle of the mentoring program was finding adequate time for new teachers to meet with their mentors. It is evident that additional time is needed for mentors and beginning teachers to meet and discuss educational practices and growth.

Our TLC plan will enhance the effectiveness of the Mediapolis Beginning Educator Mentoring and Induction Program. It will provide the additional supports needed to achieve the goals of the mentoring program.

Narrative

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

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

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners.

The Mediapolis TLC plan will utilize two Instructional Coaches and 16 Model/Mentor Teachers. One of these Instructional Coaches will assist teachers in the PK-5th grades, and the other Instructional Coach will assist teachers in the 6th-12th grades. The Instructional Coaches will spend 100% of their time in this leadership role. The responsibilities of an Instructional Coach include:

- Serving as a resource to teachers in all areas of the curriculum. Teachers will be able to request the help of the Instructional Coach in any curricular area, including technology, to help strengthen instruction and positively impact student achievement. It will be the responsibility of the Instructional Coach to find the appropriate resources and strategies to help the teachers who requested the additional support.
- Analyzing student data and facilitating discussions about that data with teachers. The Instructional Coach will help teachers look at data to find areas of growth as well as areas in need of improvement. The Instructional Coach will be able to provide resources, teaching strategies, and intervention ideas that could have a positive impact on student learning. These additional resources should help strengthen the learning of students.
- Meeting with the Model/Mentor Teachers to coordinate teacher observations. The Instructional Coach will know the concerns of the teachers in our district, and it will be his or her job to help schedule observations that meet the needs of those teachers. It may be that an educator requests to see a Model Teacher demonstrate a particular teaching strategy, so the Instructional Coach would schedule an observation in which that learning would occur. It may be that a beginning teacher wants to see his or her Mentor Teacher introduce a new skill to the class, so the Instructional Coach would coordinate a way for that learning to happen. The Instructional Coach will be an important part of the scheduling process to help teachers gain the most knowledge from these teacher observations.
- Meeting with the district's Curriculum Coordinator to discuss student achievement and teacher needs. The Instructional Coach will meet with the Curriculum Coordinator to discuss student data. The Instructional Coach would be able to explain the strategies/interventions being used to help enhance student achievement. The Instructional Coach will also be able to inform the Curriculum Coordinator if more professional development is needed in a certain curricular area.
- Assisting teachers in the Implementation of the Common Core Curriculum. The Instructional Coach will provide the resources needed to enhance instruction of the Common Core.

The Mediapolis TLC plan will also utilize 16 Model/Mentor Teachers. These positions will spend 100% of their time in the classroom setting, but will be available as needed for modeling and mentoring purposes. The number of Mentor Teachers will vary from year to year based on the number of beginning teachers entering the district. (Beginning teachers will require two years of mentoring). It is possible for a Model Teacher to become a Mentor Teacher. However, any teacher wishing to be a Mentor Teacher must have a minimum of four years successful teaching experience and meet other mentor application criteria. The responsibilities of Mentor Teachers include:

- Attending formal mentoring training provided by the Great Prairie Area Education Agency.
- Attending monthly meetings with the district's mentoring support group, which is facilitated by the district mentoring coordinator.

- Making an ongoing commitment of time to support the beginning teacher.
- Observing beginning teachers and providing constructive feedback to help them grow as an educator.
- Providing opportunities for the beginning teacher to observe the Mentor Teacher in the classroom setting.
- Sharing their teaching expertise and knowledge of the district to form a professional relationship with the beginning teacher. This will help the beginning teacher see the Mentor Teacher as a valuable district resource.
- Teaching beginning teachers about the Iowa Teaching Standards and how to provide evidence of those standards.

The remaining leadership positions will be Model Teachers. The number of Model Teachers will be dependent upon the number of Mentor Teachers needed for that year in the district. Once the Mentor Teacher positions have been filled, the remaining positions will be Model Teachers. It is possible for a Mentor Teacher to also be a Model Teacher. Model Teachers provide opportunities for teachers to come into their classrooms and observe their teaching techniques. The responsibilities of Model Teachers include:

- Demonstrating effective teaching strategies to those teachers who request an observation. The Instructional Coach may help schedule these observations.
- Demonstrating effective management techniques and helping others who may wish to implement those techniques.
- Developing lesson plans that align with the Common Core curriculum and sharing those plans with other teachers upon request.
- Sharing assessment tools with teachers who request that information.

These leadership roles will strengthen instruction because of the many levels of support offered to teachers. All teachers will have the opportunity to observe and discuss teaching strategies with Model Teachers. They will also be able to utilize the Instructional Coach for additional classroom resources and teaching strategies. This collaboration will help strengthen classroom instruction, which should also have a positive impact on student learning. New teachers will have three different teacher leaders to look to for support. They will be assigned a Mentor Teacher to help them with questions that arise throughout their first two years of teaching. The Mentor Teachers will work closely with the beginning teachers to help them have a successful start to their teaching career. The environment of our district will be one of collaboration in which teachers share their ideas to help all students achieve at their best potential.

Using Part 6 application narrative from previous submission? **No**

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

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

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners.

Mediapolis' Selection Team and Selection Process of Teacher Leaders:

The Mediapolis School Board will appoint one member to serve on the Selection Team. The Elementary and Middle/High School principals will each select a teacher with at least five years of teaching experience to serve on the Selection Team. To be clear, the Selection Team will be comprised of two principals and three teachers, one from each of the three school buildings, one school board member, and one community member.

The Selection Team will screen applicants through an interview process in order to select best candidates for leadership positions. The Selection Team will make recommendations regarding the applications to the superintendent of the school district. The teacher leader candidates will initially send the following items to administration in the Mediapolis Business Office:

- Two letters of recommendation, one from a colleague and the other one is candidate's choice
- A letter of application or cover letter highlighting candidate's accomplishments with teaching and stating why they are seeking this position
- A current resume
- An essay explaining how the candidate's performance demonstrates effective teaching
- An essay explaining how the candidate demonstrates continual professional development in his or her career
- The teacher must have three years of teaching experience and one year of teaching experience in the district to be considered for these teaching positions

Selection Criteria for Teacher Effectiveness:

- Well-designed lesson planning:
 - Discussion techniques
 - Strategies to engage students
 - Use of formative assessment
 - Differentiates to meet student needs
 - Aligns with the Common Core Standards
- Engagement of students:
 - Rigorous and relevant content
 - Clear learning tasks
 - Aligned with instructional outcomes
 - Students can articulate the objectives and purpose of the lesson
- Responsive and flexible teaching strategies:
 - Uses teachable moments to enhance learning
 - Builds on student interests
 - Seeks effective, individualized approaches for students
 - Uses a variety of instructional strategies and resources
- Student learning assessed/monitored:
 - Uses formative assessment
 - Students are active participants in goal setting and monitoring
 - Questions/prompts/assessments are used regularly to support learning outcomes
 - Instruction is adjusted and differentiated when needed
 - Promotes the use of assessments and data for school and district improvement
 - Content is delivered clearly

Selection Criteria for Professional Growth:

- Professional Development Experience
- Candidate’s history is laden with continuous professional development
- Has evidence of innovative approach to student achievement
- Makes significant contributions during professional development collaboration
- Characteristics of Continual Professional Development
- Always seeking out more effective strategies to improve student performance
- Reflective practitioner
- Strong Ability to Use and Analyze Data
- Accesses and uses research consistently to improve student achievement
- Open to Solutions for Improvement Outside the Current Structure
- Promotes professional learning for continuous improvement
- Willingness and interest in strengthening a wide variety of skills
- Responds positively to feedback and constructive criticism
- Highly conscious of the steep learning curve for this new role

Narrative

Using Part 7 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

[Click here To access the Iowa Professional Development Model page.](#)

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners.

The Iowa Professional Development Model is comprised of many components. The planning components are:

- Collecting and Analyzing Student Data
- Goal Setting and Student Learning
- Selecting Content
- Designing Process for Professional Development

The Instructional Coaches will be involved with each of these planning areas. The Instructional Coach at the PK-5 levels will gather and analyze FAST and MAP data. The Instructional Coach at the 6-12 levels will also help collect and analyze MAP data. Both of these coaching positions will be involved in conversations with both administration and teachers that begins with the data and then develops into discussions about individual goal setting and student learning. After robust conversations about goal setting, the Instructional Coaches, teachers, and administration team will take a look at the resources of each grade-level and make a determination whether the content and resources are suitable for those students. Professional Development will then be designed once the other phases have been accomplished.

The Model/Mentor Teacher positions will be involved in this process, as well. They will have conversations about student data, goal setting, and student learning. The Model/Mentor Teachers will provide resources or a possible observation for those teachers that would like specific help in a particular area where their students scored low or need extended learning. These positions will be part of the designing process for professional development, along with the Instructional Coaches and the administration team.

The next three components of the Iowa Professional Development Model are an on-going cycle. The on-going cycle consists of:

- Training / Learning Opportunities
- Collaboration / Implementation
- Ongoing Data Collection (Formative Assessments)

Our Instructional Coaches will be given time to meet with individual teachers and PLC groups to collaborate and assist with formative assessment data. In this Iowa Professional Development Model, our Instructional Coaches will assist in data mining and analysis. Our coaches will have to be able to communicate with teachers and administrators in the area of student strengths and needs, according to the data.

Once those strengths and needs of students are identified, our Model/Mentor Teachers will help with resources and observations to assist any questions teachers or students have in this area. Our Instructional Coaches will also help with any resources needed by classroom teachers.

The last part of the Iowa Professional Development Model is the evaluation of the program. This is an important piece of the puzzle and is meant to be summative. At the end of the 2015-2016 school year, we will have hired the two Instructional Coaches and the sixteen Model/Mentor Teachers. It is crucial that we, as a district, evaluate our program at that time. It is imperative that we start next year on the right foot. The administrators, teachers, and District Leadership Team will have a voice in the evaluation process. This could include a survey or an oral discussion about our plan and program.

Throughout the IPDM our teacher leaders are going to have a big part in the creation and delivery of professional

development for the district. We are using PLCs and collaboration throughout the school year. Our goal is to differentiate each PLC. An example of this is: our science PLC will need to get as much information on NGSS as possible, but our math PLC might need to focus on Common Core (or ECAA-Every Child Achieves Act or SSA-Student Success Act). With these teacher leaders communicating with teachers and administration, we intend to challenge and assist each group.

Through conversations with teachers and administrators, our teacher leaders will be able to help determine what our overall focus/goals should be for the district. Once this is determined (on a yearly basis in the spring)our teacher leaders can work with the curriculum director on the delivery of the professional development for the coming year. This could lead to teacher leader presentations, curriculum director presentations, vertical meetings, horizontal meetings, etc... There are many options at this point, but we have to remain focused on what will help our students the most.

Our goal for this TLC Plan is for teacher leaders to be intricately involved in data discussions about students' strengths and needs. Once the data has been analyzed, our ultimate goal is to use the IPDM as our template to assist our teachers and students in the classroom. The TLC Plan will help teachers improve instruction and our students achieve success.

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.

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners.

Goal 1: By June 2016, the Mediapolis CSD will offer enhanced career opportunities to all eligible teachers and 25% of the teaching staff (18) will be selected to serve in teacher leader roles using specific criteria and processes.

Short Term Measures of Effectiveness

- Job descriptions compiled
- Selection criteria established
- Training plan for positions is in place
- Review Committee appointed
- Application process in place for the year
- Leader positions posted in central offices
- Interviews scheduled and hiring process completed

Long Term Measures of Effectiveness

- All positions filled (two Instructional Coaches and sixteen Model/Mentor Teachers)
- All contract duties fulfilled by teacher leaders
- Teacher leaders are given trainings that are needed based on professional growth needs
- Performance evaluation with administrators as per our master contract

Goal 2: During the 2016-17 school year, the Mediapolis CSD will have two Instructional Coaches and sixteen Model/Mentor Teachers employed in the district.

Short Term Measures of Effectiveness

- All trainings completed by new teacher leaders
- Instructional Coaches demonstrate regular engagement with classroom teachers
- Focus determined by data/needs

Long Term Measures of Effectiveness

- Develop two SMART goals on Individual Professional Development Plan identifying areas for growth based on both Iowa Teaching Standards & Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system
- Annual district evaluation of TLC with DLT to include review of job descriptions and leader responsibilities

Goal 3: During 2016-17 all teacher leaders will receive ongoing feedback and meaningful support through the TLC system.

Short Term Measures of Effectiveness

- Monthly meetings with curriculum director
- Trainings will be offered to teacher leaders throughout the year
- Regular self-reflection by teacher leaders
- Log or journal documenting meetings and collaborations with teachers

Long Term Measures of Effectiveness

- Mentee survey data on perception of effectiveness of mentoring

- Teacher survey data on perception of effectiveness of TLC program
- Administrator survey on perception of effectiveness of TLC program

Goal 4: The percentage of teachers (new and veteran) retained by the district will increase during the 2016-18 two-year period compared to the 2014-16 two-year period.

Short Term Measures of Effectiveness

- Principal formative assessment of mentees' feelings of support and increased confidence in teaching abilities
- All teacher leader roles are filled in the district

Long Term Measures of Effectiveness

- District teacher retention biennium data comparing 2016-18 to 2014-16
- Exit interview data detailing the reason for the teacher leaving the district

Goal 5: Student achievement in reading, math, and science will increase during the 2016-18 school years compared to the 2014-16 school years (biennium data for both).

Short Term Measures of Effectiveness

- MAP Testing three times a year
- Iowa Assessment data
- FAST Testing three times a year
- Formative Assessment data

Long Term Measures of Effectiveness

- SINA status from the state (this could change depending on ECAA or SSA)
- Biennium data on MAP scores for the years 2016-18
- Biennium data on Iowa Assessments for the years 2016-18

We will monitor our program rigorously each year. Monitoring will take place through ongoing communication between teacher leaders and administrators. District administrators will monitor the needs of teacher leaders and provide supports to ensure their success. Documentation of the frequency and type of collaboration with teachers and mentees will drive these data-based conversations along with reflection, observation, and a continuous dialogue regarding the effectiveness of the TLC plan. Feedback received from informal conversations, surveys, scheduled meetings with teachers, and stakeholders will help to measure the impact and effectiveness of the TLC program.

Annual performance evaluations will measure teacher leaders' effectiveness and growth. Monthly meetings with teachers and administrators will provide data on the TLC Plan. The data from the meetings will allow us to recognize the needs of the system and the teacher leaders. TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, implementation walkthroughs, recruitment and retention information, surveys, and minutes from meetings with stakeholders.

Annually the DLT and teacher leaders will revise responsibilities for teacher leader roles based on identified needs. Teacher surveys on the effectiveness of the leader positions and teacher leaders' feedback will inform the DLT and teacher leaders on how the plan is working. This process is intended to drive improvement within our teacher leadership program.

Using Part 9 application narrative from previous submission? **No**

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

The District's TLC vision is to form a structure and system of support for teachers and students. This system of supports will challenge and impact teachers and students through collaborative professional growth/development. The stimulation of new learnings provided by this professional development will lead to improved teaching and learning practices with the ultimate goal of increased student learning and achievement. This TLC plan will assist our district in achieving its vision. This will provide opportunities for all students to become lifelong learners.

The Mediapolis TLC plan will utilize two Instructional Coaches and 16 Model/Mentor Teachers. One of these Instructional Coaches will assist teachers in the PK-5th grades, and the other Instructional Coach will assist teachers in the 6th-12th grades. The Instructional Coaches will spend 100% of their time in this leadership role. The responsibilities of an Instructional Coach include:

- Serving as a resource to teachers in all areas of the curriculum
- Analyzing student data and facilitating discussions about that data with teachers
- Assisting teachers in the Implementation of the Common Core Curriculum
- Meeting with the district's Curriculum Coordinator to discuss student achievement and teacher needs

The Mediapolis TLC plan will also utilize 16 Model/Mentor Teachers. Their responsibilities will include:

- Attending monthly meetings with the district's mentoring support group, which is facilitated by the district mentoring coordinator
- Observing beginning teachers and providing constructive feedback to help them grow as an educator
- Sharing their teaching expertise and knowledge of the district to form a professional relationship with the beginning teacher. This will help the beginning teacher see the Mentor Teacher as a valuable district resource
- Developing lesson plans that align with the Common Core curriculum and sharing those plans with other teachers upon request
- Demonstrating effective teaching strategies to those teachers who request an observation. The Instructional Coach may help schedule these observations

Mediapolis is a Pre K-12 district with a calendar in place that lays out a yearly professional development plan, which is based on teacher and student needs. Regular monthly meetings will be in place for collaboration amongst teachers to discuss curriculum, technology, and student concerns. An example of Mediapolis' data is below:

Data on the Mediapolis Community School District is listed below:

Grade Subject % Proficient

4th Math 80

8th Math 90

11th Math 86

4th Reading 76

8th Reading 84

11th Reading 92

4th Science 93

8th Science 97

11th Science 90

In looking at data our Instructional Coaches, with administrators and teachers, will be able to identify areas of improvement. In looking at this particular data, the Instructional Coaches will see that the PK-5th grade coach would focus on 4th grade reading as an area of improvement. The 6th-12th grade coach would see that 8th grade reading is an area of improvement. Our coaches will collaborate with teachers and use other data points to answer questions, "What does other data (MAP, FAST) show us in relation to 4th and 8th grade reading?", "What skills are our students

struggling at in the area of reading?” Once the conversations have been made with teachers, the Instructional Coaches will make recommendations for the admin. team for PD in certain areas for in-service time or trainings for teachers. By using Iowa Assessment, FAST, MAP, and formative assessments given by the teachers, this plan should be cohesive and consistent for years to come.

The School Improvement Advisory Committee meets on a yearly basis to review our Comprehensive School Improvement Plan and make any changes needed. Our Parent/Community Committee will meet to review the TLC plan and other curriculum concerns. The SIAC Committee will have the ability to ask questions about the plan and be able to help us solve any problems that may occur during the implementation of the plan.

This TLC plan will allow for constant improvement in instruction and student achievement. Additionally, the plan will focus on continual implementation of the Iowa Core Curriculum, enhance the teacher mentoring program, and provide opportunities for leadership roles to better utilize talent and leadership potential. In order to keep all stakeholders informed in our small district, the TLC goal will be to communicate in a variety of ways. Staff meetings, PLCs, and professional development will be scheduled to discuss any ongoing issues with the TLC plan. The community will be informed and updated monthly on the plan’s progression through the Curriculum Director’s website.

The Parent/Community team will also review the impact of the TLC plan during its bi-annual meetings. It is imperative that the TLC plan is clear and concise. Teachers will be prepared for their new roles by receiving leadership training prior to the new school year (through the AEA and other coaching/mentoring workshops), as well as ongoing training throughout the year. We will work with the AEA to find trainings that are the most beneficial for our district. We have looked at the New Teacher Center, Jim Knight Training, and Diane Sweeney as possible trainings for our new leadership positions. We are researching those at the moment to see the best fit for our new leaders. Administrators will work with teachers to develop leadership skills. Teacher leaders will attend conferences/workshops that will support training throughout the year.

In looking at long-term sustainability, the superintendent will collaborate with neighboring school districts to maximize the efficiency of our resources. We will apply for additional grant opportunities when available.

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.	\$44,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$178,000.00
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).	\$4,000.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$4,000.00
Totals	\$235,000.00

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	756.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$236,386.08
Total Allocation	\$236,386.08

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$235,000.00**

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 **\$1,386.08**

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)

TLC Plan-Must Haves:

- Amount used to raise the minimum salary to \$33,500.
- Approximate amount designated to fund the salary supplements for teachers in leadership roles.
- Amount used 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).
- Amount used to provide professional development related to the leadership pathways.
- Amount used to cover other costs associated with the approved teacher leadership and compensation plan. Please list and describe all additional costs anticipated in the development of your teacher leadership plan.

Use of TLC Funds to Raise Min. Salary to \$33,500 \$44,000

Cost of Instructional Coaches (2) \$140,000

Cost of Mentor/Model Teachers (16) \$38,000

Training Costs/Miscellaneous \$13,000

Total Estimated Money for Us \$235,000

We believe that implementing the Teacher Leadership Compensation Plan at our school will make a positive difference in our student achievement. We are all excited about this possible grant opportunity for our school district and believe that our budget will need to reflect our district's current priorities, including our initiatives in the early literacy instruction, aligning instructional practices to the Iowa Core, and initiatives that will benefit the students in our district (NGSS).

With 1.25% allowable growth estimate, we are looking at \$312 per student for the 2015-2016 school year. We have 756 residential students in the greater Mediapolis CSD. This gives us a total of \$235,872 for our total TLC compensation for the year.

Because of recent retirements in the Mediapolis CSD, we are estimating that we will use \$44,000 to bring the base salary of teachers to \$33,500. The Mediapolis CSD has a great record of hiring teachers and retaining those teachers. This gives us an estimated \$191,000 for 18 new positions within our district.

We intend to hire two Instructional Coaching positions in the district. One Instructional Coach will assist teachers in Pk-5th grades. The other Instructional Coach will assist the 6th-12th grades. The figures listed have been estimated using a teacher at the \$45,000 place on the salary scale. A teacher on the salary scale at \$45,000 is an actual cost to the district of \$64,000 with benefits. The coaching positions will add a stipend of \$5000 to the present salary of the employee. This stipend (with benefits attached) will actually be in the \$6000 range. So, if we have two teachers that are at \$45,000 and enter into the positions: they will cost the district \$140,000 total.

These coaching positions will be used to assist the teachers in all areas of teaching. For example, the PK-5 coach may find their day filled with analyzing FAST and MAP data. Once the data has been analyzed, the coach can help teachers and students by looking at resources, teaching strategies, or interventions that could be beneficial to those in need.

After the two listings of expenditures above, we have an estimated \$50,000 left for the mentor/model teaching positions. We have 16 of these positions available. Our goal is to provide these leadership positions \$2000 stipends.

In using our formula for money + benefits, this will cost an estimated \$38,000.

The mentor/model teaching positions will be used to give new teachers the opportunity to build a relationship with a teacher that has experience in the classroom and with the district. These positions will also help teachers that want to observe a particular strategy or classroom management style in a classroom setting. We want these positions to help our teachers grow from year-to-year, whether they are just beginning their career at Mediapolis CSD or if they have been in the district prior to this year. These leadership positions will help nurture a culture of positive relationships through collaboration between the teachers.

The money that is left over from these expenditures, around \$13,000, will be used in trainings and any substitute pay that needs to be distributed. These trainings will be discussed by the coaches, mentors, and the administration once the grant has been approved. Once we have hired the individuals for the positions, there will be a need for an information gleaning. This will help the coaches, mentors, and admin. understand what the needs are for the people in these leadership positions.

The overall structure of our TLC plan is to develop relationships between our teachers, the Instructional Coaches, and the Mentor/Model Teachers so there can be a communication of ideas between these groups and the administration. Both sides must be comfortable enough to say what the need is and how we can help solve it. The Instructional Coach and the teachers will look at their data. Then there can be a conversation that highlights the strengths and improvements needed according to that data. The Instructional Coach can then use research-based strategies and resources to assist the teachers in improving student performance and achievement. One of the strategies and/or resources will be the Mentor/Model Teachers. If the Instructional Coach knows, through data, that a particular Mentor/Model Teacher uses a particular strategy that would benefit the other teacher(s) then that Mentor/Model Teacher could be used for an observation by those other teachers. We have to make sure that trust and relationship development is at the forefront of this process. We want people to be comfortable with this initiative. As Simon Sinek said, "The role of a leader is not to come up with all the great ideas. The role of a leader is to create an environment in which great ideas can happen." We need to make sure that we have the relationships and culture to allow this to happen.