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Application

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

151914 - Teacher Leadership and Compensation Application

Teacher Leadership and Compensation System

Status: Under Review **Submitted Date:** 2016-01-19 09:03:22
Signature: Michael Horstman **Submitted By:** Michael O'Brien Horstman

Applicant Information

Project Officer

AnA User Id MHORSTMAN@IOWAID
First Name* Michael O'Brien Horstman
First Name Middle Name Last Name
Title:
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Address:* 214 South Main

Organization Information

Organization Name:* Melcher-Dallas Community Schools
Organization Type:* K-12 Education
DUNS:
Organization Website: melcher-dallas.k12.ia.us
Address: 214 Main St.

City* Melcher-Dallas Iowa 50163 Melcher Iowa 50163
City State/Province Postal Code/Zip City State/Province Postal Code/Zip
Phone:* 641-947-3151 641-947-3731
Phone Ext.

Program Area of Interest* Early Literacy Implementation
Fax:
Agency

Fax:
Benefactor Vendor Number

Cover Sheet-General Information

Authorized Official

Name* Randy Alger
Title* Superintendent
Organization* Melcher-Dallas CSD
If you are an individual, please provide your First and Last Name.
Address* 210 S. Main St.

City/State/Zip* Melcher-Dallas Iowa 50163
City State Zip

Telephone Number* 641-947-3731
E-Mail* algerr@melcher-dallas.k12.ia.us

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

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

Name*	Randy Alger		
Title	School Business Officer		
Organization	Melcher-Dallas CSD		
Address	210 S. Main St.		
City/State/Zip	Melcher-Dallas	Iowa	50163
	City	State	Zip
Telephone Number	641-947-3731		
E-Mail	algerr@melcher-dallas.k12.ia.us		
County(ies) Participating, Involved, or Affected by this Proposal*	Marion County		
Congressional District(s) Involved or Affected by this Proposal*	2nd - Rep David Loeb sack (D) Congressional Map		
Iowa Senate District(s) Involved or Affected by this Proposal*	14 District Map		
Iowa House District(s) Involved or Affected by this Proposal*	28 District Map		

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. *

Not Applicable

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. *

Not Applicable

If YES, present the rationale for determining no impact.

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. *

Michael Horstman

Title of Person Submitting Certification*

Principal

Recipient Information

District* Melcher-Dallas Community School District
Use the drop-down menu to select the district name.

County-District Number* 63-4212
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 Mr.

Name of Superintendent* Randy Alger

Telephone Number* 641-947-3731

E-mail Address* algerr@melcher-dallas.k12.ia.us

Street Address* 210 South Main Street

City* Melcher-Dallas

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

Zip Code* 50163

TLC Application Contact

Honorific Mr.

Name of TLC Contact* Michael Horstman

Telephone Number* 641-947-3151

E-mail Address* horstmanm@melcher-dallas.k12.ia.us

Street Address* 210 South Main Street

City* Melcher-Dallas

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

Zip Code* 50163

Demographic Profile

October 2014 Certified Enrollment 327

October 2014 Free/ Reduced Lunch % 29

AEA Number 11

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

TLC Model Number* Model 2 – Instructional Coach 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)

Over the past year, the Melcher-Dallas TLC team has worked to build the following grant. This grant is built to meet the many concerns of all of our stakeholders, and it meets the TLC goals while taking a team approach. Many of our stakeholders were concerned about taking our good teachers out of the classroom and causing animosity between teachers. Instead of putting one person in charge, we created a team environment that allows teachers to be in the classroom and still help those that need the help.

Each team will be in charge of one of the following: mentoring, instructional coaching, and professional development. We will utilize the staff we have now and they will be expected to work hours in addition to their contract hours. Our main goals are to focus on putting students first, teacher growth, and equality between staff members; each group will be asked to keep these goals in the forefront as they build the program based around district data. As with any plan, we expect there to be changes made with experience but overall believe this plan to be a starting point that will be viable for our district.

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

TLC Model Number Model 2 – Instructional Coach 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:

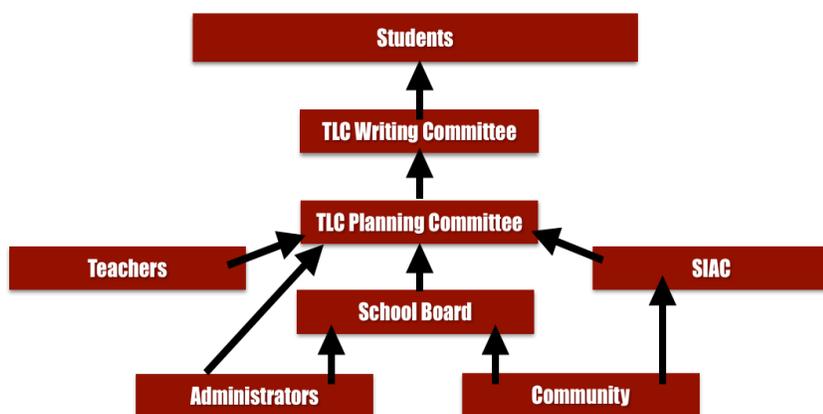
a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

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 Melcher-Dallas Community School District is a small, rural district who has been planning for this TLC grant for two years. We held several meetings with all stakeholder groups. We put together a writing plan which included the students as our main focus. The TLC Writing Committee put the ideas on paper with constant feedback from the TLC Planning Committee. This planning committee consisted of members of all stakeholder groups including administrators, teachers, school board members, SIAC, and parents. The decisions made in this group were shared with all stakeholder groups to keep everyone in the know.

The flowchart below was used to describe how this workflow would involve all impacted individuals in our district.



Use of Planning Time

Using the money from the grant, members of the TLC Writing Committee spent several days working to develop a plan that meets the needs of our district, find ways to communicate this plan with stakeholders, analyze feedback from stakeholders, and write the grant. The members then shared data and changes with the Planning Committee and with other stakeholders as needed.

Stakeholder Group Engagement

Each stakeholder group was able to give input for the grant. The plan was designed by the TLC Writing Committee for areas of improvement.

Through these forms, we found that our stakeholders were concerned about how the plan would affect school culture, good teachers being pulled out of classrooms, and peer evaluations. After hearing this information, the TLC Writing Committee developed the collaborative model described in Part 5 that sets this plan up in teams instead of individual teachers filling roles.

Support for and Commitment to the Plan from Each Stakeholder Group

Through constant feedback from stakeholder groups, we were able to build a plan that satisfied the concerns and needs of all stakeholder groups. The majority of stakeholders agreed that the emphasis put on student learning was the most important part of the plan. They supported the clarity of the plan and appreciated the team approach.

Through the planning and organization of the TLC, we have found that our district is committed to professional development and collaboration with the focus being on the following:

- Support for instruction and resources to enhance student learning
- Opportunities to serve in a variety of leadership roles.
- Opportunities to serve our district without having to leave the classroom.
- Assistance in reflecting and using data to improve instruction.

- Opportunities to observe successful teachers or mentors.
- Opportunities for collaboration and reflection to establish professional relationships that support a growth mindset.
- Professional development that best suits individual needs of educators.

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.

Current Vision/Goals

Melcher-Dallas Community School District has many goals that are specific to student and teacher growth. Our current vision is *Inspire, Learn, Lead, Together*. We are dedicated to serving all educational needs of the community by providing a positive learning environment that challenges all participants.

Current Student Data

- Iowa Assessments

Iowa Assessment Proficiencies Mid Year 2014	Reading	Math
3rd grade	89.7%	72.4%
4th grade	80%	80%
5th grade	84.6%	73.1%
6th grade	71.4%	76.2%
7th grade	78.9%	84.2%
8th grade	54.2%	62.5%
9th grade	95.2%	85.7%
10th grade	83.3%	66.7%
11th grade	77.3%	81.8%

- MAP Assessments

MAP Proficiencies Fall 2014	Math	Reading
Kindergarten n=30	97%	100%
1st Grade n=37	68%	73%
2nd Grade n=34	74%	65%
3rd Grade n=19	63%	89%
4th Grade n=29	79%	66%
5th Grade n=25	64%	68%
6th Grade n=26	50%	65%
7th Grade n=21	62%	52%
8th Grade n=19	63%	68%
9th Grade n=22	45%	59%

10th Grade n=20	80%	70%
11th Grade n=20	55%	70%

TLC Vision/Goals

In order to help students achieve proficiency in all areas, the district's goal of "challenging all participants" must be applied to teachers. Therefore, we will use our TLC plan to support all teachers so they can grow and refine their expertise to best help students in these areas. As a part of the process we took our district mission, which expected students to achieve at their highest potential, and created a new one with the teachers achieving at their highest potential with our new plan in place.

TLC Vision

By finding a new way to *inspire* teachers to *learn* more and give more teachers opportunities to *lead*, student outcomes will increase. *Together* we need to work hard to build a system that will increase student learning and outcomes.

TLC Goals

During the planning process we held meetings and conversed with several stakeholder groups including a TLC Writing Committee, a TLC Planning Committee, SIAC, the school board, teachers, and community members to come up with these goals for our teacher leadership program:

- Improve student achievement by strengthening instruction.
- Attract and retain new teachers through a high quality teacher mentor program.
- Maximize our professional development and collaboration.
- Promote collaboration among teachers by providing direction and exercising influence.

TLC Local Context/Statewide Vision

Melcher-Dallas is a very small rural school, with a growing enrollment of 327 students. Therefore, we decided to use a collaborative team approach for our plan. We will be utilizing approximately twelve out of twenty-eight staff members. We are going to enhance student learning by creating teams of people to fulfill jobs including mentor teachers, coaching/instructional leaders, and professional development/collaboration leaders. Through these teams we will: improve new mentoring programs to help retain teachers by providing full support for year one and year two teachers, enrich our collaboration and professional development by allowing a group of teachers to plan relevant and high quality PD, and implement lead teacher positions such as instructional coaches and model teachers.

Using Part 3 application narrative from previous submission?*

No

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

At Melcher-Dallas Schools the district and staff have diligently worked towards a curriculum and training that is researched-based, rigorous, challenging, and aligned to the Iowa Core. Our school initiatives have revolved around these aspects to serve the educational needs of the community by providing a positive learning environment that challenges all participants to realize their full potential as members of a diverse society. It is our vision to *Inspire, Learn, Lead, Together*; therefore, we have built our program and written our grant based on these ideals. We will have teams of teachers working collaboratively to meet our TLC goals.

Melcher-Dallas CSD TLC Goals

Goal 1: Improve student achievement by strengthening instruction.

- **Iowa Core:** The coaching team will consist of highly qualified current teachers who will focus on action plans, tools, and guides to deepen our understanding and implementation of the Iowa Core. The team will be trained to evaluate current curriculum, assessments (formative/summative), instructional strategies, and the mastery of the standards. This team will work to create a consistent relationship with teachers to help ensure the Iowa Core is implemented with full fidelity. Staff has had training in "Leading the Change to the Iowa Common Core: Essential Tools for Implementation," put on by the Mid Iowa School Improvement Consortium.
- **MTSS/PBIS:** The coaching team will also edify and expand our current MTSS. We have worked ambitiously to put MTSS into both the elementary and secondary buildings. The team will be trained in evaluating and analyzing data to make insightful instructional and behavioral decisions. An increased awareness on both our behavioral and educational tiers will help continue the growth of MTSS/PBIS and will consequently raise student achievement.
- **K-3 Literacy:** FAST is our universal screener and progress monitor in grades K-3. Students in K-3 also take MAP Assessments in the fall and spring to assess areas of strengths and concerns in reading and mathematics. Data will be assessed by instructional coaches with teachers to address the specific goals inherent in the MAP Assessments. Teachers will triangulate data to provide specific strategies for interventions concerning struggling students.

Goal 2: Attract and retain new teachers through a high quality teacher mentor program.

- **Mentoring and Induction:** We are currently going through a complete revision of our current mentoring program. We have had meetings with mentors and mentees to collect data on what would best fit our needs. Through the TLC, our mentor teachers will tailor their instruction to best meet the needs of their current mentee. They will give them relevant and up to date information on current initiatives, PD needs, building needs, etc. and be a sustenance

for them until it is no longer needed.

- **Career Opportunities:** One of our goals in our district is to continue to learn and grow. The TLC gives us the opportunity for just that. We are able to make sure that all of our potential sources of leadership exist by focusing on the different skill sets of the different teachers that we currently have.

Goals 3 and 4: Maximize our professional development and collaboration. Promote collaboration among teachers by providing direction and exercising influence.

- **Current Collaboration Practices:** We do not currently have a collaboration/PD team. Being a small school the use of PLCs have not met our needs. Through the TLC grant our collaboration groups will be more organized and structured. Through meaningful, relevant, and professional collaboration, we will fulfill our professional development needs.
- **New Collaboration Practices Through the TLC:** The collaboration/PD team will identify and articulate our vision. They will attend collaboration groups while creating high performance expectations, fostering the acceptance of group goals, monitoring organizational performance, analyzing student data, and communicating effectively. Through the team approach collaboration groups can be tied together to help better support each other and the guidance of professional development.

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)

Melcher Dallas is a district that often serves as a starting point for new teachers, and we recognize that turnover and hiring new staff is important to the overall success of the district. In order to retain teachers and prepare new teachers to meet the needs of our students, we need a plan in place that supports our new teachers and invites them into our system. As the current mentoring team and mentees have analyzed our current system, we realize that we are not best meeting new teacher's needs and in order to best do this, we need to rebuild the system with the end result in mind.

Currently, teachers are attending a course at Southeast Warren CSD based on curriculum provided by the AEA. This program does not match our district's goals nor does it match any current initiatives in our PD plan. Both mentor and mentee teachers report a disconnect between the goals of this program and all other PD goals. Mentor teachers are required to log and hand in time of twenty hours per year and complete mentor training; they also are required to attend the sessions at Southeast Warren with the mentees.

In order to improve the program, a collaborative system would be put in place. The mentor teachers would provide two days of new teacher training at the start of the school year. They would also be given one additional contract day during the summer to plan for this training. This training would be based on the things that mentees have expressed the need for in order to be successful in this district, including, but not limited to:

- Understanding Assessments (MAP, FAST, Iowa Assessment)
- Curriculum Manager
- HEART
- Technology
- Project Based Learning
- MTSS
- Special Ed/ At Risk Services
- PBIS (Elementary Only).

It also would include many other district specific pieces including grading/gradebooks, copier, district tours, copier, keys, PT conferences, curriculum and supplies requests, parent contact information, passwords, supply closets, who to contact for various issues including transportation, in case of missing work, and maintenance, contract overview, lesson plans/ reporting, teacher evaluation, classroom management, detention/ referrals, and duty overviews.

As our district chooses mentor teachers, it is extremely important that our mentors understand what is expected of them and that they constantly are working to help the new teacher grow. Each year, the district will have up to six teachers (at least two, one from each building) who serve as mentors for the district. Mentors would be expected to be there to support their mentees on a regular basis as needed; the two would be expected to observe each other to help grow instructional practice. If the mentee/mentor relationship is not working for either party, both would be encouraged to communicate the issues to the overall group for reassignment. The collaborative group of mentors then would work together for an hour every month to plan the monthly mentoring meetings based on formative assessments of the mentees. They then would meet with the mentees formally for two hours each month. This meeting would not give the mentee more work, but instead, would help them to strengthen what they are already doing in the classroom. All mentors are responsible for planning for these meetings and working to build meaningful curriculum that helps the new teachers become better instructors.

New to District - Not 1st or 2nd year teachers

Teachers who are new to the district but not in their first year of teaching would be assigned a mentor teacher as a person to go to, but would not be required to attend monthly meetings. They would have to attend the two days of new teacher training.

With these changes, we feel that our students will have better teachers from the moment that school starts. We also know that new teachers would be able to bring their struggles to their mentors and know they will have support from the mentors to grow in needed areas. We also would no longer be spending PD time teaching new teachers assessment information and we could use that time to help them grow collaboratively.

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 Melcher-Dallas Community School District will take a collaborative approach to creating teacher leadership roles. This approach is research based and fits into our district vision.

Each TLC position will be nested underneath a Collaborative Team. The collaborative team will lead the group in planning, implementing, and fulfilling the district learning goals and TLC goals while fulfilling their individual requirements.

The Melcher-Dallas School District is small and prides itself in that fact. Our building staff is close and wants to keep it that way. One of the largest concerns that kept coming up during the writing and decision making processes was that accepting a TLC grant could damage our culture. There has also been great concern expressed from stakeholder groups about removing our very best teachers from the classroom. Although we understand the need to place them in a position to impact the greater good, the consequences of doing this are highest at a school district of our size. It is because of this that we have chosen the plan and the structure we have. Equality, putting student learning first, and teacher growth are forefront in our plan. All teams will be responsible for evaluating student data included but not limited to NWEA MAP, Iowa Assessments, FAST, and formative classroom assessments. Our vision statement; Inspire, Learn, Lead, Together is the driving force behind our TLC grant.

There are three teacher leader teams that will be established within the TLC grant:

1. 1. **Mentoring Team consisting of four members.**
2. 2. **Instructional Coaching Team consisting of four members.**
3. 3. **Professional Development/Collaboration Team consisting of four members.**

Team Roles and Responsibilities

Mentoring Team (2 + 4 - 2 each year - 4 additional depending on the # of new teachers)

Mentor teachers will support and help beginning and second year teachers as they work toward their standard license. They will demonstrate a high skill set in the Iowa teaching standards, the Iowa Core, and have the ability to coach and assist new teachers. They will be responsible for the planning and presentation of new teacher inservice to new staff, attend weekly meetings with mentees and attend collaboration meetings with the mentoring team monthly. This will take four hours per month minimum. Mentor teachers will meet with mentees weekly and all members will be required to attend monthly meetings that will occur before or after school to meet the needs of the team member's schedule. This may change based on other priorities teachers have throughout the year. Mentor teachers will also support the professional development of initial and career teachers.

Coaching Team (4 Members)

This team will be made up of model teachers who teach full time and serve as models of exemplary teaching practice. They will be part of their own collaboration team and will provide and demonstrate instructional strategies on an ongoing basis that are all research based. Model teachers on the coaching team will be able to visit classrooms and also allow staff to observe their classroom when needed to provide one on one support.

The coaching team will meet twice monthly as a whole group and weekly within buildings. These meetings will occur before or after school at times that best meet the schedules of the members of the group.

Release Time: We acknowledge that coaches/teachers will be pulled from the classroom from time to time to observe a model teacher, mentee, or to model/co-teach. It is our desire to leave teachers in their classroom as much as possible, while creating a balance of teacher pull-out time. Our goal is for teachers to remain in their classrooms 85-90% of the time, leaving 10-15% release time. We will create planning/release times and prep time for coaches that will allow them to coach without the need for additional staffing or substitutions. All members of the group will be full time teachers and we will work to ensure that they are able to support other teachers while maintaining their regular classrooms. When needed, we will hire substitute teachers for small blocks of time to meet these goals.

Professional Development/Collaboration Team (4 Members)

This team will be made up of lead teachers. Their primary objective is to support our district initiatives through the planning and leading of district and building level professional development. They will also be responsible for overseeing the district's weekly collaborative group meetings (PLCs). Members of this team will spend time attending trainings in a "train the trainer" model.

The professional development team will meet twice monthly as a whole group and weekly within buildings. These meetings will occur before or after school at times that best meet the schedules of the members of the group.

This group will collect, analyze and make data based decisions on the effectiveness of professional development from both students and teaching staff.

Individual Member Responsibilities

Mentor Team Member Responsibilities

- 10 Days or 80 hours will be added to their contract
- Promote Teacher Retention
- Attend Summer Mentor Team planning session
- Plan and deliver 1 day of new teacher/new to district teacher inservice
- Be assigned up to 1 mentee and one new to district mentee
- Plan and attend monthly Mentor/Mentee collaborative training sessions
- Collaborate individually with your mentees a minimum of 3 hours monthly

Mentor Team Job Requirements

- Three years of teaching experience in the district
- Attend Mentoring Training
- Will not hold another TLC position

Coaching Team Member Responsibilities

- 20 days or 160 hours will be added to their contract.
- Be a model teacher - listed on the states registry
- Allow other teachers to visit your room when needed
- Approve individual professional development plans with each teacher
- Review teacher goals
- Review feedback from teachers based on professional development
- Assist with carrying out building initiatives
- Meet with every classroom teacher a minimum of four times per year
- Review career plan
- Plan and attend twice monthly Coaching Team collaborative meetings
- Integrate district initiatives into their classrooms and model for other staff members
- Provide coaching and support for other teachers in the district
- Model MTSS framework

Coaching Team Member Job Requirements

- Minimum 5 years of teaching experience
- Attend Instructional Coaching training and area coaching PLC meetings
- Will not hold another TLC position

Professional Development/Collaboration Member Responsibilities

- 30 days or 240 hours will be added to their contract
- Evaluate data: Iowa Assessments, MAP, FAST
- Discuss education trends
- Establish, discuss, and carry out building initiatives
- Discuss ways to facilitate a better understanding of the structure of written, taught, and tested curriculum for classroom teachers
- Provide research based resources for classroom teachers
- Attend train the trainer model professional development
- Utilize outside experts
- Integrate data driven and researched based instructional methods into the classroom

- Plan, lead, implement, and evaluate professional development that is research based and vetted

Professional Development/Collaboration Member Requirements

- Minimum 3 years teaching experience
- Will not hold another TLC position

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.

Selection Criteria

As we begin the process of hiring teachers to fill the team roles, we must begin by being aware of the fact that no teacher will be fully trained to fulfill the position requirements. Instead, we will be looking for teachers who have the qualities of an effective team player and are flexible and willing to grow into the position. Application materials and interview questions will be developed using the following requirements:

10 Qualities of an Effective Team Player

- Demonstrates reliability
- Communicates constructively
- Listens actively
- Functions as an active participant
- Shares openly and willingly
- Cooperates and pitches in to help
- Exhibits flexibility
- Shows commitment to the team
- Works as a problem-solver
- Treats others in a respectful and supportive manner

Mentor

- Minimum 3 years of teaching experience in the district
- Attend Mentoring Training
- Will not hold another TLC position

Coach

- Minimum 5 years of teaching experience
- Attend Instructional Coaching training and area coaching PLC meetings.
- Will not hold another TLC position

PD

- Minimum 3 years teaching experience
- Will not hold another TLC position

Selection Committee

The selection committee will consist of one administrator and one teacher from each building plus one SIAC member and one board member.

Selection Process

1. Posting

Positions will be posted internally with complete job descriptions by the administration.

Postings will occur April 1st each calendar year as needed.

1. Application

Candidates will be asked to complete an electronic application on TeachIowa. The application will include general information, teaching experience, advanced degrees, peer references, and the written submission of several questions. These questions will seek to evaluate the candidate's written communication and understand their philosophy as an educator and leader. The aim is to ensure that they have a strong teaching pedagogy, are a reflective practitioner, and understand the essential skills of teacher leaders including collaboration, relationship building, and being a positive voice for change while working with resistance to that change.

1. Interview

1. Conduct a 1 hour interview with the selection committee
2. The selection committee will conduct a Peer Reference Check
3. Selection committee will use the Teacherpreneur Rubric from The Center for Teaching Quality to evaluate the application materials, past teacher performance, and interview responses. This rubric will ensure a fair and rigorous selection process for our teacher leader roles.

1. Selection

1. The board will review and appoint TLC positions based off of the interview committee's recommendations.

Annual Review

On an annual basis, the District Leadership Team will evaluate the success of the Melcher-Dallas TLC program. Measures of success will include: student achievement data, successful implementation of the District and Building Professional Development plans, and results from a teacher survey. The District Leadership Team will make recommendations for changes or adjustments to improve the TLC program.

Narrative

Using Part 7 application narrative from previous submission?*

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.

Currently the DLT is in charge of professional development. Heartland AEA, MISIC, principals, and staff plan and deliver our professional development which occurs every Wednesday. The TLC grant will allow us to better utilize tools and resources available to us through our team approach and will move our professional development to a new level of authenticity.

All groups created with the TLC grant will be a part of the following:

- Analyze student data and needs
- Review and research best practices
- Plan and deliver instruction that aligns with data and needs
- Provide time for collaboration
- Use teacher feedback forms as part of the evaluation process
- Individualized/departmentalized specific professional development depending on needs found through data analysis

The Mentoring Team specifically will:

- Support and help beginning and second year teachers as they work toward their standard license
- Demonstrates a high skill set in the Iowa teaching standards, the Iowa Core, and have the ability to coach and assist new teachers
- Will be responsible for the planning and presentation of new teacher inservice to new staff, attend weekly meetings with mentees and attend collaboration meetings with the mentoring team monthly
- Will take four hours per month minimum
- Will meet with mentees weekly and all members will be required to attend monthly meetings that will occur before or after school to meet the needs of the team member's schedule
- Will support the professional development of initial and career teachers

The Coaching Team specifically will:

- Approve individual professional development plans with each teacher
- Review teacher goals
- Review feedback from teachers based on professional development
- Review individual career plan
- Integrate district initiatives into their classrooms and model for other staff members
- Provide coaching and support for other teachers in the district

The Professional Development Team specifically will:

- Evaluate data: Iowa Assessments, MAP, FAST
- Discuss education trends
- Establish, discuss, and carry out building initiatives
- Discuss ways to facilitate a better understanding of the structure of written, taught, and tested curriculum for classroom teachers
- Provide research based resources for classroom teachers
- Attend train the trainer model professional development
- Utilize outside experts
- Integrate data driven and researched based instructional methods into the classroom.
- Plan, lead, implement, and evaluate professional development that is research based and vetted

Alignment to IPDM

The IPDM focuses on improving student learning and engages all educators in collective professional development. Teacher leaders will be assigned with providing a structure for focused professional development that is collaborative and directly supports the CSIP goals for student achievement.

The **professional development/collaboration team** will design professional development and it will be facilitated by teachers and other education experts and aligned with the Iowa Professional Development Model.

Roles for the **professional development/collaboration team** will be to:

1. Collect and analyze student data:

The **professional development/collaboration team** will share that information with staff and work with staff to examine gaps within summative assessments and create, plan, and deliver professional development according to the district's professional development plan.

2. Use student data to establish goals and select content:

Student data from FAST, MAP, and the Iowa Assessments will drive content for professional development. Established gaps within subgroups will be the driving force when selecting content for professional development. Goals will support the attainment of the Iowa Core.

3. Ensure an ongoing professional development cycle:

Professional development is a continuous process rather than a one-time event. To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. The collaborative routines needed for supporting these actions will be planned for, supported and monitored. The **professional development/collaboration team** will provide staff with research based strategies and interventions to move all students forward.

4. Coordinate periodic synthesis of summative evaluation data:

Summative data from FAST, MAP, and the Iowa Assessments will occur each time the assessments are given. FAST is given three times per year, MAP twice per year (fall and spring), and Iowa Assessments use mid year norms. Triangulation of the data will be analyzed to target areas of strength and areas of concern.

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 success of this program is vital to our district. We want to ensure that the work that is being done is the right work and that the impact on students is positive. The program is going to flaws. Our plan will measure and evaluate if the goals of the program are being met. This data needs to be used to make any decisions about changes to this program. We will monitor and assess information based on the following goals:

1. Improve student achievement by strengthening instruction.

Indicator of Success	Measurement	Timeline
Teachers are implementing new instructional practices	Teacher Surveys/ Collaboration Logs	2 Times Yearly/ 3 Times Monthly
Students are showing improvement based on formative and summative assessments	Formative assessments within each classroom Summative assessments: FAST, MAP, Iowa Assessments	Formative: Weekly and at Teacher Discretion Summative: FAST: 3 times/year MAP: Fall and Spring each year Iowa Assessments: Mid year

2. Attract and retain new teachers through a high quality teacher mentor program.

Indicator	Measurement	Timeline
Mentor Teachers Plan/ Implement Beginning of Year Training	Administration Observation	1 Time Per Year
Mentor program meets the needs of new teachers	New Teacher Survey/ Formative Assessments	2 Times Per Year/ Monthly
Mentor Teachers Meet Monthly to Plan/Implement New Teacher Training	Meeting Minutes	Monthly During the School Year
Teachers are retained at a higher rate	HR Records	1 Time Per Year

3. Maximize our professional development and collaboration

Indicator	Measurement	Timeline
Teachers report professional development is meaningful to their classrooms	PD/Collaboration logs reflecting on research based practices/strategies used in classrooms monthly	Collaboration logs: 3 times/month PD logs: monthly
Iowa Core Implementation	MTSS Curriculum Manager Edinsight MISIC: Ready4U2Learn	Ongoing
Professional Development Team Meets and Uses Formative/Summative Assessment to Meet Teacher Needs	Meeting Minutes/ Teacher Survey	Monthly/ 2 Times Per Year

4. Promote collaboration among teachers by providing direction and exercising influence.

Indicator	Measurement	Timeline
Teachers report increased collaboration	Collaboration Logs 36 hrs of collaboration	3 times/month
Instructional Coaches Work with Teachers Collaboratively	Instructional Coach Meeting Logs/ Teacher Survey	Monthly/ 2 Times Per Year

Monitoring and Adjustment

This data collection is extremely important to the success of the program. More importantly is the analysis and communication of this data to all stakeholders from the mentoring team, instructional coaching team, and the professional development team with input from the administration. This information needs to be used to make any needed changes to the plan to ensure the success of our students. Before changes are made, administrators need to meet with the group where change is needed, brainstorm options, report this information to stakeholders, and make changes as needed

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 district's 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)

Current Capacity

The Melcher-Dallas Community School District has a resilient foundation into which we will build the Teacher Leadership program. Our current DLT uses the Iowa Professional Development Model to improve student achievement. We will continue this cycle of collecting and analyzing data, using student data to establish goals and to select content, ensure an ongoing professional development cycle, and coordinate periodic synthesis evaluation data to sustain the TLC. There will be ongoing training for all TLC participants to continue growth and to keep the plan abreast. We will tap into internal and external resources to continue training for leadership positions. Some resources that may be used include AEA courses, college based online or face to face courses, and research based readings found online, in magazines, or books.

Building Capacity for Teacher Leadership

Currently our leadership comes mainly from administration. Through the TLC, we will be able to recognize and compensate teachers for their expertise in helping students grow towards proficiency.

Our collaboration groups have been meeting on a regular basis the past two years. We have focused on MTSS to help improve reading scores. Through these groups our teachers have been able to work on their craft as well as work together for a common goal. Our common goal is always pushing students to achieve at their highest potential. We plan to continue this work and enhance it by adding collaboration leaders who will work with the collaborative groups, guide teacher leaders, and continue a cycle of communication among the groups.

Our current mentor program has not been consistent nor has it met our district goals. It is our vision to build a program which will better meet the needs of our new staff.

Stakeholders Who Will Support and Sustain**Parents/Student Community**

- Developing and sustaining a partnership with parents and community members will be key to the success of the TLC. Our SIAC team has been through the planning process of the TLC and will continue to be updated throughout the implementation process.