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**Application**

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**Application Details**

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

94234 - Midland CSD Teacher Leadership and Compensation Plan for 2015-16

**Teacher Leadership and Compensation System**

Status: Under Review  
 Signature: Brian Rodenberg  
 Submitted Date: 2014-10-27 11:28:56  
 Submitted By: Brian Lee Rodenberg

**Applicant Information**

**Project Officer**

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**Organization Information**

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 Organization Type\*: K-12 Education  
 Tax ID: 42-6038968rg@iowaid  
 DUNS: 05-830-4163  
 Organization Website: www.midland.k12.ia.us  
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Program Area of Interest\*: Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)

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Benefactor Vendor Number

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**Narrative**

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

The mission of the Midland Community School District is to develop students to think, lead and serve. It is also our mission to create the same opportunities for our staff members. The staff is actively engaged in a number of professional development activities. The key initiatives we are working on are:

- Professional Learning Communities (PLC)
- Multi-Tiered System of Supports (MTSS)
- Standards Based Grading (SBG)
- Positive Behavioral Instructional Supports (PBIS)
- Competency Based Education (CBE)
- Write Tools
- LANGUAGE!
- LETRS Book study
- Math pilot for grades k-8
- Sidewalks on Learning Street special education curriculum
- STEM Grants: Engineering is Elementary, Kid Wind, World in Motion
- VAST science kits
- CASE Curriculum
- Integration of technology: 1:1 laptop initiative, interactive white boards, iPads and desktop computers.

The TLC plan will provide teachers the guidance and support to develop their skills in the art of teaching. The leaders will go through a rigorous selection process that will identify those teacher leaders that can teach adults to become better teachers. The differentiation of instruction is very important process to meet the many learning styles of today's students. We believe the Midland School District has taken steps to improve instruction by committing to providing time with early dismissal for professional development, participating in the PLC process, provide training in Write Tools, implementing LANGUAGE!, LETRS Training and book study groups and integrating technology in their instructional practices. Those that are selected to the teacher leadership positions will be those that are respected and their expertise will facilitate the learning of others.

The Midland TLC plan would be considered an Option 3 Plan with a combination of a Lead Teacher and Teacher Leaders. While the Lead Teacher at the elementary would be a full-time position, the Teacher Leaders who are selected will have the ability to stay in the classroom, for the most part, and yet work with other teachers to improve instructional practices so that student achievement will reflect the impact of their leadership. We believe that is a great opportunity for those teachers with solid teaching skills and the ability to share their expertise.

The Midland TLC plan will meet the five 'must haves' as outlined in the legislation. Our teachers will receive a minimum salary of \$33,500. Additional coaching and mentoring will be provided, and teachers will be able to observe instructional practices of peers. A variety of leadership roles will be provided for teachers at Midland. A rigorous selection process will be used for the selection of these leadership positions. All of the work will be aligned with the professional development plan of the district. We are confident that our plan will meet these goals and also are aligned with our mission statement of "preparing students to think, lead and serve".

The Midland TLC plan will create a full time Lead Teacher position at the elementary level. This person will work closely with teachers and administration to create an environment where decision are made based on data and that learning takes place every day for the students and adults by helping to deliver the professional development plan of the district. In addition, at the elementary level, three teacher leaders will be hired and paid a stipend to serve as the committee leaders in the three areas of PBIS, Core curriculum and instruction and Multi-Tiered System of Supports. At the secondary level, four committee leaders will be selected to address PD and support for new and veteran teachers in the areas of PBIS, Core curriculum and instruction, MTSS, and Competency Based Instruction. Based on our current plan a Building Leadership team will be made up of the principal, lead teacher and teacher leaders. These BLTs will meet on monthly basis to continually evaluate the PD plan for each building. At the next level will be our District Leadership team made up the two BLTs and the superintendent. The DLT will meet four times a year to evaluate the plan and to analyze student achievement data from multiple sources to determine goals for instructional practices. Our participation in the Grant Wood i3 Mentor and Induction grant will provide a proven mentoring and induction program for our first and second year teacher. We believe this system will allow our school to meet the goals of the TLC legislation and fits the districts needs at this time. These positions will account for 23.4% of our FTE teaching staff.

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

TLC Model Number                      Model 3 – Comparable Plan

### **Narrative**

Using Part 1 application narrative from Year 1?  No

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

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

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

The Midland CSD Vision is to create students that can learn, lead and serve.

The Midland Teacher Leadership and Compensation committee (TLC) began meeting on a regular schedule since November 2014. Typically, the meetings were held every other Wednesday and lasted approximately two hours. The district received \$7,059 for the TLC planning grant. These funds have been used in three ways: to compensate committee members for their time to attend the regular evening meetings of the committee, to compensate committee members for TLC work completed outside of school contract hours, and to pay for classroom substitutes when teacher committee members attended seminars and workshops related to the TLC application process.

The Midland TLC is comprised of administrators, teachers and parents. The administrators are Mr. Brian Rodenberg, superintendent, Mrs. Carol Reilly, secondary principal, and Mr. Dan Wendler, elementary principal. The teaching staff members are, Kandi Marshall, elementary teacher, Ashley Marshall, secondary teacher and Joleen Holland, reading teacher and MEA representative. Theresa Gravel, Christine Kreel and Nikki Rushford are the parents on the committee and have students in many grade levels and also represent a variety of employment areas. The teachers were selected by the three administrators from a list of teachers that had expressed interest in serving on the committee. The administrators also developed a list of parents to be on the committee. Those parents were then invited and those that responded favorably were put onto the committee. The Midland School Board approved the committee and activity supports the work of the committee.

During the initial meetings, the Midland TLC examined the intention of the legislation and determined the role the committee was to play in the TLC process. The educators on the committee also shared key vocabulary, acronyms, and current programs in the school with community members to ensure good communication and a thorough understanding of the district's current reality and its impact on the community and the students. Next, the committee discussed how teaching and learning has changed over the decades and examined the challenges teachers face in today's schools and specifically in Midland. The committee also examined trends in the districts assessment data from Finally, the committee created a wish list for their staff and students which was later used to create a teacher leadership model for the district with the focus on improving instruction and supporting teachers to meet the emotional, social, and academic needs of Midland's students resulting in increased student achievement.

To educate themselves on teacher leadership roles and responsibilities as well as different leadership design models, the committee members read a variety of articles on the subject and discussed their questions and insights on the readings. The committee also met several times with Dr. James Pederson, the Grant Wood AEA TLC consultant, who provided the committee with guidance and kept the committee members informed of rules and regulations of the TLC process as they evolved.

All members of the committee are committed to providing the best education for all Midland students, and agree that the classroom teacher is the most important factor in reaching high levels of student achievement. Therefore, the teachers need to be supported and encouraged to use proven instructional practices. The community members of the committee have developed a better understanding of the need for quality professional development due to the discussions we have had. The teachers and administrators also understand the challenges of teaching and are committed to providing the support for the teachers so they remain in the profession and excel at doing their jobs.

The committee believes that the TLC plan that we have developed will work due to the commitment of the staff, administrators and parents. In recent years the staff has been devoted to improving their instructional practices through their professional development activities, the board has supported a new calendar with more PD time set aside which was recommended by administration and staff. Through SIAC meetings and newsletter articles the public has been informed and is also supportive of our efforts.

Midland is prepared to deal with the changes (opportunities) that the TLC process provides for the district. We have spent a lot of time at our professional development sessions looking at our current practices, and we have realized that we need to make changes in the way we do business. This fact was especially clear when the SINA action plan was developed and presented to the board for their approval. We have begun the PLC process throughout the district and have found it to be very helpful in looking at instructional practices that best meet our student needs. Our staffs have attended workshops and shared that information on topics such as Multi-tiered System of Supports, Competency Based Education, a Competency Based report card at the elementary level, PBIS and formative assessment. The Common Core has also been studied, and we have identified the power standards that drive our instruction and assessment.

The TLC committee has operated under the open meeting regulations by posting the agendas and keeping notes from the meetings which are shared via the school's website. The committee established certain guidelines for how the committee meeting will work. A Google+ community site for members has also been established.

With anything new, a lot of questions come up and people want answers. As the committee worked through the process concerns were shared and addressed. The principals have spent time with their staff explaining the process and plan.

## Narrative

Using Part 2 application narrative from Year 1?\*

No

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

### State Goals:

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

### District and Building Goals:

1. Transform instructional practices across all content areas to improve student achievement and to close the achievement gap for IEP and SES subgroups.
2. Teachers will align instruction with the Common Core and align grading practices through standards based grading.
3. Increase number of students demonstrating behavior that is respectful, responsible, and caring and who immerse themselves in the learning process to ensure lifelong success.

These goals are based on a number of data sources:

- Iowa Assessments (1-11)
- Measure of Academic Progress (1-11)
- ACT (11-12)
- Compass test

- Dibels (K-5)
- Reading assessments (6-9)

District-wide, the data indicates a need for improving instructional methods to increase student achievement in the core academic areas at all grade levels. The elementary building is designated as a School in Need of Assistance for the areas of math and reading. While the middle school/high school is not, students at this level are also struggling academically and are losing ground. Furthermore our sub groups are not closing the academic achievement gaps. Enhanced teacher leadership will improve student achievement through the systematic implementation of research based strategies, collaboration, classroom assessment, and data analysis.

As a small rural district in east central Iowa, we have circumstances which make the hiring and retention of high quality teachers a challenge. First, our distance from urban settings and endorsement requirements for specialized areas limit our applicant pool and make hiring difficult. Additionally, we are competing with larger districts and communities that offer higher pay and growth opportunities which affects not only our ability to hire, but also to retain young teachers. Retention is also problematic as many of our teachers teach in isolation interfering with collaboration. Our class sizes only allow for two sections in the K-6 grades, and at the secondary level, we are limited to one specialist in each content area. The elementary and secondary buildings are located in different communities further increasing the isolation. Staff is also shared between the two facilities which creates scheduling issues and barriers to communication. Finally, over the past few years, we have had a significant number of veteran teachers retire. Consequently, nearly 50% of our teachers have less than 5 years teaching experience in the district. Therefore, we are in dire need for collaboration and an effective teacher leadership program to support and mentor our young, inexperienced staff and encourage them grow and mature as educators at Midland.

This past year, our district participated in the Induction Consortium Grant which greatly enhanced our ability to support our four new teachers. However, this grant only provides two years of support and a formal teacher leadership program will further develop and enhance our ability to meet the state and local district goals for hiring, developing, and retaining high quality teachers.

Alignment with the Theory of Action:

If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;

- Midland's TLC plan will compensate excellent teachers beyond the master contract. Adding leadership opportunities and a strong mentoring system will attract new, effective teachers to our district and improve retention as teachers have opportunities for personal growth and enhancement in the profession.

create the political will and understanding necessary to remake the status of the teaching profession;

- Our TLC plan provides a defined process that empowers teachers working together in decision making and instructional practices

give highly effective teachers opportunities to grow, refine, and share their expertise;

- Eliminate teachers operating in isolation by building supportive relationships among teachers, AEA personnel and surrounding districts and by bridging the communication gap between the elementary and secondary levels.

and develop a clear system with quality implementation,

- Foster various leadership opportunities with increasing levels of responsibility and compensation through carefully defined roles and accountability measures.

then...student learning will increase,

- Providing onsite support for teachers to improve instruction and classroom management in collaborative settings where constructive feedback is the norm through the development of a positive culture of equality, respect, and trust

student outcomes will improve, and

- Providing opportunities to students to develop 21st century skills such as critical thinking, creativity, problem-solving, social responsibility, and the production of high quality work.

students will be prepared to succeed in a globally competitive environment.

- increase the number of students that will be college and career ready as measured by the Compass test, ACT, and National College Readiness Certificate (NCRC)

Vision: Preparing students to think, lead, and serve

Mission:

Midland Students

Think critically and creatively to solve problems

Lead with integrity

Serve others for the common good

Accept and celebrate diversity

Strive for excellence

The Midland Learning Environment

Believes all students can learn at high levels

Produces college and career ready students

Prepares students for the 21st Century

Promotes the importance of community engagement

Provides opportunities for global perspectives

The Midland District and Community

Ensure safety for all

Promote lifelong learning

Embrace Change

Collaborate with others

Honor the past and embraces the future

Using Part 3 application narrative from Year 1?\*

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)**

In the Midland Community School district we are creating a TLC plan that will allow for us to tie key initiatives in both the elementary and secondary buildings to be united in what we call our "Cycle of Support" for Midland teachers and staff. Each building has identified key areas of focus and improvement as we move towards meeting district goals.

Initiatives:

Elementary

1. Core Curriculum and Instruction
2. Multi-Tiered System of Supports
3. Positive Behavioral Interventions and Supports

Middle / High School

1. Competency Based Education
2. Core Curriculum and Instruction
3. Multi-Tiered System of Supports
4. Positive Behavioral Interventions and Supports

In each building the key initiatives were determined through evaluation, student data analysis and the School in Need of Assistance (SINA) process. By creating leadership positions in each of these areas, we are creating more opportunities for staff collaboration, staff adoption of new ideas and support throughout the day as needed for our teachers building wide.

**Goal:**

Our 2013-2014 CSIP goal was that 80% of Midland students would reach proficiency in reading on the Spring 2014 Iowa Assessments. Our TLC plan will break down the steps and work necessary to reach this goal and provide individualized support to new and existing teachers to improve classroom practices and student performance.

**Structure:**

Our TLC plan will create leadership positions for about 20% of the certified staff in the Midland Community School District. The leadership positions will include committee support leaders in each building, as well as a lead teacher at Midland Elementary. The roles and responsibilities of the support leaders will be to conduct committee meetings, determine building wide staff needs and roadblocks, plan for professional development in their initiative area, and provide support through mentoring and modeling not only for their committee members, but also for all new and existing staff. The support leaders will be part of both building and district leadership teams. Their involvement on these teams will allow for conversation, continued growth and continuity in advancement district wide.

Each Support Leader will work in collaboration with a committee of staff members in one of the key initiative areas. The lead teacher in the elementary will provide continuity and support for all staff members, in all initiative areas, throughout the building. This position will be the glue that bonds our work together for all staff members. The support leaders, lead teacher (in elementary only) and building administration will make up the building leadership team (BLT). The BLT's from both buildings will serve as the district leadership team. This entire structure is designed around starting with leadership positions and filtering up to raise our staff to new levels of instructional practice and student learning. Our structure is depicted below.

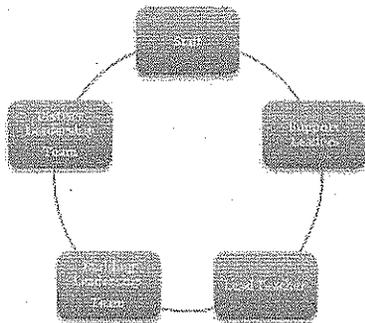
**Process:**

By creating eight leadership positions in our district we are building a very strong foundation for the implementation and staff support in each of our key initiatives focused on the improvement of student learning. These positions will provide shared responsibility throughout our buildings by reducing or eliminating teacher frustration and isolation in the change process by altering our model of professional development.

First of all, we would be directly tying all initiatives together. As we focus on core instructional practices, our MTSS model and plan will identify struggling students that need further intervention in specific areas. By using our PBIS initiative, and improving behavior school wide, we feel that the core will meet more students without needing further intervention. Secondly, rather than spending two hours twice per month in professional development and then returning to their classrooms to carry out their work alone, the support leader and lead teacher would be available to them to answer questions, provide feedback, pose questions, make connections and cover classrooms to participate in peer observations. This process would create a culture of professional development throughout the building, every day during the course of the school year.

**Summary:**

Through our Midland TLC plan design, we are reversing the "top down" leadership model to a structure that starts with staff committees and leadership builds collaboration and shared responsibility in all areas throughout the building and district level leadership teams so that staff feels supported and can fully implement our initiatives. This "Cycle of Support" will allow for all staff to learn and improve practice for the sake of increasing student learning. Our "Cycle of Support" is show below.



The "Cycle of Support" and TLC structure we are creating will allow for the Midland Community School District to move forward in ways we have not in the past. By choosing key initiative areas in each building, we are narrowing our focus of what we are trying to accomplish. We feel that this narrowed focus will allow for all teachers to more deeply engrain the strategies and skills we are teaching students, thus enhancing student learning. As we evolve from year to year, our committees and initiatives may change to meet our new needs, but the structure we have designed and will implement is built to last as the foundation for quality instruction and enhancement of student learning for the Midland Community School District for many years to come.

Using Part 4 application narrative from Year 1?

No

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

Because Midland is a rural district with a driving distance of over an hour to any metropolitan area, hiring and then retaining new staff is a challenge. Young teachers often leave the district after a year or two to pursue positions in larger districts which offer more opportunities and fewer preps. Our TLC plan includes strengthening supports for new and veteran teachers and offering leadership opportunities to improve our school climate and culture through collaboration and encourage teachers to remain in the district where they can see the impact of their work through improved student learning.

Since teachers at Midland already earn over the \$33,500, the funds generated by the our TLC plan will be used to provide stipends and additional days to staff filling our newly created leadership plans, hire a teacher to fill the position taken by our elementary lead teacher, support our professional development work, and hire substitute teachers to free teachers for peer evaluation, mentoring, and instructional support.

Currently, Midland is in its second year as part of the I3 Induction Grant. Through this grant, our new teachers (year one and two) are paired with an "induction coach." The coach visits weekly with each new teacher to provide support, to observe and provide feedback on classroom instruction and management, and to collaborate on future lessons and instructional strategies. It has proven to be a significant improvement over our previous method of pairing a new teacher with another mentor teacher in the building. With the I3 grant, our new teachers are getting regular weekly support from an experienced teacher who is able to focus on the needs of the new teachers because she/he is not also juggling the demands of his/her own classroom.

Although we are thrilled with the improvements made with the induction coaches, one obstacle remains; the induction coaches are not members of our staff and are not familiar with our professional development. Consequently, they are unaware of our policies, procedures, and more importantly, our current initiatives and cannot supply support in those areas. With the addition of the TLC program, we believe this is an obstacle that we can overcome.

While the induction coach is able to provide terrific support in the classroom basics, our building support leaders can complement the induction coach's efforts by providing the support needed by new teacher in the areas specific to our student and building needs. We've identified that our new teachers are coming to us with little or no knowledge of the components necessary to have a successful MTSS program in the school. In addition, even those students coming to us with reading endorsements lack a significant knowledge of the necessary components of reading and writing or the instructional strategies to teach these struggling students. The same can also be said about math content and strategies.

Over the past year, the district has been looking hard at our curriculum and the strategies we are using to teach the curriculum. We have begun a book study of LETRS (Language Essentials for Teachers of Reading and Spelling), brought in a new reading curriculum at the secondary, a writing curriculum for use K-12, and are piloting several math programs to find one to fit the needs of our students. Supporting new teachers so that they can be masters of instructional approaches is a positive outcome of our TLC plan.

Additionally, we recognize the demands placed on new teachers and the long hours they often put in to accomplish their goals. These long hours put a huge toll on these new teachers and their families. Through our TLC plan, we plan to reduce these long hours. Funds from the TLC grant will be used to provide additional time and support during the school day rather than before or after school. As our lead teacher and support

leaders are freed up from classroom responsibilities, they would be available to provide consistent support and time necessary to help new teachers to grow their knowledge and skills, to reflect on their practices daily, and to build professional relationships necessary for the long haul.

Just as our lead teacher and support leaders assist with our new teachers, they can also assist with experienced and veteran teachers. In this way, we can provide for a collaborative environment where all staff grow to become better educators, feel confident and supported to stay in the profession, and provide the best instruction for Midland's students.

## Narrative

Using Part 5 application narrative from Year 1? No

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

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

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

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

If we receive the Teacher Leadership Compensation Grant, Midland envisions hiring eight positions. The elementary building (preschool – fifth) will hire a full time lead teacher, and then three committee support leaders. At the secondary level (sixth – twelve), four committee support leaders will be hired. We have 42 teachers on staff and would need to have at least eight leadership opportunities available for teachers. Midland is currently a partner in the i3 Mentoring and Induction Grant through Grant Wood AEA. Through this grant, our first and second year teachers have an induction coach assigned to them to provide them with mentoring, observation and feedback, and guidance on specific classroom issues. This is our second year as part of this grant. We find it to be an extremely effective method for providing weekly assistance to our new teachers. The feedback from our new teachers and administration regarding the process has been positive. These ten leadership positions represent 23.4% of our staff.

After researching the different models available, our TLC committee decided that the customizable approach offered by Model 3 would best suit the needs of Midland as it would address some of our specific needs and concerns. Because of our small size, most of our teachers, especially at the secondary, are "singletons" or the only individual teaching specific content. For example, we have one agriculture teacher, one physics/chemistry teacher, one pre-calculus teacher. Since we want to make the leadership opportunities available to all eligible teachers, the staff and parents on the committee were concerned about the ability to remove a singleton part-time from a teaching responsibility and then to find a suitable replacement for a part-time position, especially in some of the more difficult positions to hire such as upper level math and science and the vocational areas. Other concerns voiced were how to insure teachers their previous full time teaching position should they no longer desire a leadership position, how could we continue to groom other teachers in the building for leadership, and finally, how to design a plan that met the different needs of the elementary and the secondary.

Therefore, the TLC committee chose to design its own model for leadership which would still address the "must haves" of the grant. Our plan is designed around a committee format where each teacher in the building is working on a specific initiative committee lead by a committee support leader. Each committee leader will be provided with additional days, stipends, and release time from their classrooms to mentor, model, and provide feedback to other staff members. We feel the committee model has the added benefit of getting all teachers involved in the process and will provide additional opportunities for leadership. Because of the nature of elementary teaching and licensure, the elementary building also chose to hire for a full time lead teacher.

Building wide lead teacher (elementary only): The lead teacher is the cog that makes everything else work in this system. The lead teacher would be the conduit that develops and maintains communication between the building committees, as well as administration. This person would be the action person to assure that the work of all committees is implemented, understood and used building wide. The work of the committees will be driven by the district and school student achievement goals.

- Cover teacher classrooms for peer observation
- Assist in creating intervention plans and planning for instruction
- Gather data for committee meetings
- Analyze school wide data
- Provide support for committee chairs to extend their work outside of their committees
- Gather / research materials that will help teachers in classrooms to successfully implement school wide committee work

PBIS Committee Leader: The role of the PBIS leader will be to facilitate the improvement of building wide culture and behavioral interventions.

## Responsibilities-

- Facilitate team meetings to analyze data and plan next steps
- Facilitate team planning of assemblies and student rewards
- Provide building wide cohesiveness with our PBIS initiatives
- Plan Tier II and Tier III intervention as needed through the child study process
- Analyze student progress data for interventions
- Collaborate with PBIS committee, GWAEA staff, Midland staff and administration
- Plan Common area behavior practice sessions
- Model and mentor other teachers in active classroom management through delivery of expectations and procedures

MTSS Committee Leader: As we move to full implementation of the Multi-Tiered System of Supports process at Midland, the MTSS leader will work with the lead teacher to ensure full implementation and fidelity of all supplemental and intensive academic interventions.

- Lead teachers in data analysis
- Lead teachers in the process of creating intervention groups based on need
- Finding and developing research based instructional interventions
- Assist teachers in using data to make instructional decisions
- Track student progress monitoring

Core Instruction Committee Leader: The role of this support leader would be to evaluate and adjust the core curricular instruction in all areas building wide to improve teacher practice and student performance.

- Evaluate curriculum
- Alignment with Iowa Core Curriculum and Midland Power Standards
- Lead the committee in focusing instruction and assuring consistent instructional practices building wide
- Help staff with the implementation and execution of reading, math, writing, science and social studies curriculum
- Create a rotating curriculum cycle
- Teach and model research based instructional practices

Competency Based Instruction Leader: (secondary level only): Currently, we have a team of teachers that are in their second year of attending workshops on CBE provided by our AEA. The role of this support leader would be to lead the staff towards transitioning away from our existing model of seat time, in favor of a structure that creates flexibility and personalized learning opportunities which allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Initial roles for this leadership position include:

- Lead staff in establishing priority standards in all content areas
- Lead staff in developing proficiency scales for all standards
- Assure quality assessments are in place for each priority standard

Using Part 6 application narrative from Year 1?  No

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

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

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

The Midland TLC plan will create a total of 10 instructional leadership positions. A Lead Teacher will be selected in the elementary to work closely with the administrator and elementary staff to provide support and instructional leadership for the elementary staff. In addition, at the elementary, three Committee Leaders will be selected. At the secondary level, four Committee Leaders will be selected. The Committee Leaders will serve as part of the building leadership team and the district leadership team. These committee leaders will be involved in the decision making process concerning the professional development activities for their building and district while working with the administration and Lead Teacher. Midland is also involved in the i3 Mentoring and induction Grant through the Grant Wood AEA. Two full-time Mentors serve the first and second year teachers at Midland. These ten leadership positions represent 21.3% of our staff.

The qualifications for these leadership positions will be:

- Candidates will have a minimum of three years of teaching experience with at least one of those being at Midland.
- A Master's degree would be preferred but not required. The candidates should have a documented history of being actively engaged in our own PD sessions and have attended a variety of workshops that address instructional skills.
- Candidates should be able to communicate effectively, orally and through written means. A writing sample will be required in the selection process.
- Candidates should be able to collaborate with others and demonstrate life-long learning.
- Candidates should have taken a leadership role in the past and show a positive attitude toward continuing to improve as an educator.
- Candidates are to be of high character and follow the rules of ethics as established by the Department of Education.

The selection committee will be made up of the two building principals and two teachers, one of which will be selected by the Midland Education Association and one by the administrators. Teachers on the selection committee will not be disqualified for the leadership positions. In the event a member of the selection committee applies for a leadership position, an alternate staff member will serve on the selection committee for that position. The Teacher Leader will be selected first and then the committee leader positions will be filled. The selection will make a recommendation to the superintendent and that recommendation will be made to the school board, which will approve the hiring for these leadership positions.

Candidates interested in any of the leadership position will have to:

- Submit a letter of interest stating the reasons why they should be considered for one of the leadership positions.
- Submit a resume that highlights their active engagement in PD and leadership roles they have held in the district or their building.
- A letter of reference from another staff member.
- Compose an essay to a question developed by the selection committee.

The selection committee will review application materials and select those that will go through the interview process. The interview process will include a formal interview, a writing exercise and the candidate will have to conduct a lesson to students or present a PD session to the selection committee. A rubric will be developed to assist the selection committee in making their recommendations for filling these leadership positions. The Teacherpreneur Application Rubric will be used as a guide in the selection process. All proceedings of the selection committee will follow the open meeting laws of the state of Iowa in order to maintain a high level of confidentiality and professionalism in the selection process.

Once the leadership positions are filled, the team of leaders and administration will follow the Iowa Professional Development model in the design and delivery of the PD plan for the upcoming year. This work will be done through release time and added days, for which leaders will be paid. Measuring the effectiveness of the Midland TLC plan will be an ongoing process. Throughout the year, information will be gathered from the staff concerning the leaders' effectiveness in the areas of:

- Knowledge of instructional strategies.
- Instructional skills
- Communication with staff.
- Collaborative skills.
- Work ethic.
- Ethical practices.

The outlined selection process will allow the Midland TLC plan to be implemented by putting into place a group of teacher leaders that will work well together to provide support for new staff and leadership in PD. The process also allows for an ongoing evaluation process that will address the area of lesser strengths as the TLC plan is implemented and adjustments can be made to the plan.

### **Narrative**

Using Part 7 application narrative from Year 1?  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.*

Midland Community Schools have been very active in deepening and strengthening staff professional development over the past couple of years. Our TLC plan will help us to make this area even stronger district-wide by utilizing teacher leaders as professional development planners, presenters, implementers, and staff supports.

At Midland, we have devoted a tremendous amount of time to staff professional development. Nearly every Wednesday throughout the 2014-2015 school year (totaling 78 hours of on-site staff professional development), we will be dismissing two hours early to provide crucial staff development in the areas we have outlined in this TLC plan. This weekly schedule not only increases our PD time, but it also provides us with consistent, timely meetings which keeps the learning fresh and relevant.

Our Professional Development schedule includes:

- Multi-Tiered Systems of Support (Tier II and Tier III interventions, regular progress monitoring and data analysis.)
- Core Curriculum (LETRS, Write Tools, Language!, Math curriculum pilot, curriculum study)
- Positive Behavior Supports and Interventions; PBIS (District wide behavior data analysis and interventions)
- Competency Based Instruction at secondary (Identification of priority standards, development of proficiency scales, development of assessments to measure competencies)

By further incorporating teacher leadership roles into the planning and delivery of professional development, we will be eliminating the "top down" approach to professional development at Midland. This "top down" approach has been used and implemented for years with limited amount of teacher buy in and success. Our TLC plan will use teacher leadership roles to create professional development opportunities in all of our district's key areas with shared responsibility district wide.

By creating a culture of shared responsibility in our district, our initiatives and strategies will take a strong hold in all classrooms and positively impact student learning and achievement district wide as teachers learn and implement best practices in instruction.

One area of our professional learning, which is already in place at Midland, would be our Professional Learning Communities (PLC). District wide, PLC's work collaboratively to positively impact our areas of focus and improve student learning.

Secondary level:

- All PLC's are cross curricular and focus on improving literacy skills, no matter what class the students are in from industrial tech to social studies and even physical education.
- The PLC member's know and understand that cross curricular literacy instruction is crucial to improving student achievement.

Elementary level:

- Grade level PLC team focus on
  - Data analysis
  - Instructional planning
  - Creating common formative assessments
- During one early dismissal, professional development session each month (2 hours), vertical PLC's collaborate with teachers from the grade above and below them to improve instructional continuity

By adding our teacher leaders to this already successful initiative, we will be able to create lead learners that staff can go to with questions, who are on the teacher's level, but are also active in the building leadership team. This is the structure that creates shared responsibility district wide.

The teacher leaders in all of Midland's key areas will collaborate with other staff and administration to get a "pulse" for what is needed next in professional learning to help everyone take a step forward instructionally. These teacher leaders will then be able to collaborate as a building leadership team to design strong, necessary professional development to the staff. These teacher leaders will be presenting the new learning to their peers, while administration provides support to those who need it, once again eliminating the "top down" approach to professional learning.

Often times, professional learning is not extended past the professional development time, but at Midland, with our TLC plan we will carry out professional learning every day in between sessions as intended with the Iowa Professional Development Model. The way we plan to accomplish this is two-fold. First, we have purchased and use a program called PD 360. This program allows teacher leaders and administration to create online classes for areas of key learning for staff, browse and share videos from a massive content library, and ask teachers to complete reflection questions regarding the learning or video just presented.

Advantages of using PD 360:

- Create a "flipped" classroom learning environment for staff allowing us to maximize professional development time
- Create collaboration amongst teachers in different grade levels
- Facilitate relevant conversations which encourage questioning and challenging our current instructional practices
- Provide more opportunities for staff-peer observation

Finally, the teacher leaders created in our TLC plan will help us to be data driven in our professional learning, especially as teacher leaders support and encourage staff to deeply analyze any available data. We will also cross reference that data with formative classroom assessments and large scale mandatory assessments to pinpoint exactly what each and every student needs to improve and succeed in literacy and math.

As we continue to build a strong program of professional development at Midland, our TLC plan will create shared responsibility amongst staff and eliminate "top down" professional development. Our plan will carry professional development through to daily instruction because our teacher leaders will be involved in PLC's and create peer observation opportunities while enhancing learning with the use of PD 360. Our TLC plan will also help us dive deeper into our data to create specific instruction to meet the needs of every student at Midland.

Using Part 8 application narrative from Year 1? No

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The Midland Community School District will be able to measure the effectiveness of our TLC plan through the district's achievement data and professional growth. Our TLC plan will monitor short term and long term student performance and improved instruction by monitoring yearly test scores in our district for improvement. Teachers will be asked to complete self-assessments reflecting on how effective the interventions are, and through the Professional Learning Communities, they will collaborate and document student growth in their classrooms.

Student growth:

- Iowa assessments
- Tier two progress monitoring data
- FAST
- NWEA MAP data can be used as both a long term student growth indicator, as well as short term formative data taken Fall, Winter, and Spring
- DIBELS and STAR Reading screening tools are taken three times every year (Fall, Winter, and Spring)
- Compass or ACT for college readiness
- Graduation rates
- Average Daily Student attendance

Our district will conduct surveys with teachers, parents, and students. Teachers will be able to show how they are supported by administration. The teachers' survey will also indicate the level of peer support they are receiving from our leadership positions. Teacher surveys will demonstrate the strength of connection between professional development and their classroom practices.

The parents' survey will allow us to measure parental understanding of our professional development process and how the professional development impacts their child's learning. Parents will be able to inform the school if their student is feeling connected. Parental input will help the school determine how engaged students feel during their educational journey. The survey will also give the parents an opportunity to foster a connection with the teacher and teacher leaders. Our plan includes communication to teachers, parents, school board, and community members through newsletters, surveys, and the district website.

The students' connection to school is measured by attendance rates, graduation rates, college readiness, and overall academic performance. The teacher leader and committee of the PBIS program will encourage positive communication to students through the supports and interventions making students feel safe in school. The mission of our PBIS program is for students to learn and accept responsibility for their actions while showing respect and caring for themselves and others. At the secondary level, the mission is to enhance qualities revolved around Respect, Responsibility, and Personal Best performance in all areas of their educational endeavors.

8B. Professional growth: How the district will monitor and adjust the TLC plan based on the results of these measures.

- Iowa Professional Development Model
- Individual Professional Development Plan
- Documentation of PD 360 learning opportunities
- Professional Learning Communities- Teacher Leaders will be involved with the PLC groups that meet 50 minutes once per week to review student achievement data, plan for instruction and set goals for student achievement

The Midland Community School district is committed to professional development with monthly opportunities for staff learning which revolves around the district's goals.

District goals include:

- Improving instruction- (Specifically in the areas of reading and math)
- Evaluating core instruction and curriculum in reading and math.
- Providing weekly professional development opportunities specific to staff needs and strengthen knowledge in these core areas
- Common Core alignment- Standards based report cards, creating common assessments and identifying district power standards
- Create a culture that promotes student achievement through the implementation Multi-Tiered Systems of Support and a rigorous Child Find process
- Implement research based best practices in instruction- Teacher leaders will be provided with time to research best practice, plan professional development, and monitor classroom implementation

District goals will be monitored through:

- Documentation of early dismissal opportunities
- Teacher logs of PD 360 learning
- Measurable data in the teacher's Individual Professional Development Plan will be studied as part of our evaluation of the effectiveness of our TLC plan.
- Walk through data
- Implementation data
- Student achievement data

The TLC leadership team will regularly be monitoring the district goals and student achievement data. Appropriate interventions will be implemented in the classrooms and instructional adjustments will be made as dictated by student needs. The leadership group will meet quarterly to analyze student achievement data and survey results gathered from teachers, parents, and students.

The building leadership team and our TLC committees will develop action plans that will make positive changes in the system, and in the end, it will improve our student achievement data.

Using Part 9 application narrative from Year 1? No

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

The goal of the Midland TLC plan is to provide support for new and veteran teachers to provide quality instruction in all grades and areas of the curriculum. A highly skilled teacher is the single most important factor for student achievement. The TLC plan is a key element in the overall success of Midland students as they progress through school and become college and career ready citizens.

The Midland TLC plan creates different levels of leadership for our teachers. At the elementary, the Lead Teacher will be a full time position providing support for other teachers and provide guidance for staff professional development activities. The focus of PD activities will be improving instructional practices to ensure student success at high levels. Another level of leadership will be the Committee Leaders at both the elementary and secondary level. Committee Leaders will collaborate with the Lead Teacher and administration in the implementation of PD plans for the entire staff and individual teachers. First and second year teachers will be receiving additional support from the assigned Induction Coach from the i3 Mentor and Induction Grant through the AEA. The TLC funds will ensure the effectiveness of these leadership opportunities.

Midland has taken numerous steps to provide support for teachers in our pursuit of quality instructional practices. The school board has approved a calendar in which the staff will be participating in weekly two hour professional development activities by allowing for early dismissals (totaling 78 hours of on-site staff professional development). The staff is working on the following initiatives, and the TLC funds would support this work even further.

- Professional Learning Community training has been provided. The PLC work has been implemented district wide around grade and multi-disciplinary levels. PLC groups are working on horizontal and vertical alignment of the curriculum to the identified Iowa Core power standards.
- The Midland staff has been involved in curriculum review processes in literacy, math, special education, and science.
  - A math pilot is underway in the elementary and middle school level.
  - Literacy skills were addressed with Write Tools training for all staff in the fall of 2014 and implemented across all grades and content levels. Teachers in grades pk-12 are conducting a LETRS book study led by AEA staff. The secondary staff is implementing the LANGUAGE! curriculum.
  - Science kits to encourage problem solving, collaboration, and scientific thinking have been incorporated in grades k-8 over the last three years and will be continued.
  - Special education curriculum, "Sidewalks on Learning Street" was purchased.
- PBIS
  - The PBIS program has been in place at the elementary for three years and at the secondary for two years.
  - This process has allowed the staff to develop routines and expectations for behavior.
  - The PBIS process is ongoing, and we have made a commitment by putting this program into the general fund budget.
- Alignment/Standards
  - The Midland staff has identified their power standards in literacy and math.
  - These standards drive the instructional practices implemented in the classroom.
- Common Formative Assessment
  - As power standards have been identified, we have determined the need to develop Proficiency Scales and Common Formative Assessments in order to measure student learning on our power standards.
  - Staff has received training on the development of Common Formative Assessments and will receive training on Proficiency Scales.
- Competency Based Education and Standard Based Report Cards
  - The TLC plan will provide time for staff leaders to work with other staff members in the establishment of competencies that students should have when they leave a class or complete a grade.
  - The competencies will be communicated to the students and parents on a regular basis. The current elementary report card is used via the PowerSchool student information system. The secondary is investigating how to use PowerSchool to inform parents and students regarding student progress towards meeting standards.
- MTSS
  - To meet the learning styles of all students, the staff will develop different tiers of support to address deficiencies and/or enhance student learning.
  - Students are identified for these different tiers of support through a data analysis process.
- SINA Plan
  - Midland is a SINA school for elementary reading and math.
  - Development of the SINA plan has identified the root cause as inconsistent instructional practices.
  - PD plans that are being implemented that address the root cause and will result in an overall change in instructional practices.
- BLT/DLT: Selection process
  - Building Leadership teams will meet monthly and be made of the teacher leaders and the building principal and will focus on building related issues.

- District Leadership teams will meet quarterly and be made up of the two building leadership teams and the superintendent.
- Goal setting
  - Our goal setting will be based on data points.
  - The Midland staff has received training on the SMART goal setting process.
  - During PD times, teacher leaders and administrators will model the use of SMART goals.

The Midland district is committed to improving instructional practices to increase our student achievement levels. The TLC grant will provide us the funds to support the additional time and responsibilities for the new leadership positions. We believe that we will be able to sustain the momentum we have established with these initiatives even without the TLC funds. However, the funds will accelerate our progress as leaders will be freed from classroom responsibilities to mentor and support other teachers and compensated for additional planning. Additionally, we can create the Teacher Leader position. While we are committed to our TLC plan, it will be evaluated on an annual basis.

**Grant Allocation**

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

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

Certified Enrollment Number\* 554.0

*The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.*

District Enrollment-Based Allocation \$171,086.28

Total Allocation \$171,086.28

**Part 10 - Budget Items**

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$96,100.00
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).	\$21,500.00
Amount used to provide professional development related to the leadership pathways.	\$30,086.00
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>	\$23,400.00
<b>Totals</b>	<b>\$171,086.00</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
i3 Mentoring and Induction Consortium Fees	\$23,400.00
	\$23,400.00

**Total Allocation Budgeted**

Total Projected Amount to be Expended \$171,086.00

*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 \$0.28

**Budget Alignment**

Using Part 10 application narrative from Year 1?

No

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

The Midland TLC plan is outlined below based on the revenue projections projected (\$171,086.28) by the Iowa Department of Education. Our beginning teachers have a starting salary of over \$33,500, which includes the Teacher Salary Supplement (TSS) funds. The rest of the funds will be used for the Lead Teacher salary, stipends for the committee leaders, additional days for the committee leaders and lead teachers to meet and plan, in addition some funds will be used for substitute costs for those times when teacher are out of the building or doing peer observations. Part of the funds will pay for the i3 Grant program and also would pay for an additional day of teacher's time for more PD as determined by the administration. Resources for professional development activities will also be provided for through this funding stream.

The following chart explains the budget for the Midland TLC Plan.

Projected Revenues	\$171,086.28	2013 Certified enrollment x \$308.82
1.0 FT Lead in Elementary	\$62,100	Average staff salary plus \$5000 Stipend for 10 days of additional work
Three Elementary Committee Leaders	\$10,500	\$3,000 Stipend for time outside of contract to work with admin. and Lead Teacher
Four Secondary Committee Leaders	\$23,500	\$5,000 stipend each for additional time spent as chair.
Committee Leaders additional days	\$8,500	Up to 4 extended days for planning and evaluation.
Substitute Teachers	\$13,000	Covering classes as needed. Sub cost is \$116.58 a day.
DLT and BLT meeting times	\$10,700	Sub cost for 9 BLT meetings and 4 DLT meetings
Additional staff day	\$11,200	Additional Day for all staff time. Note: Salary and FICA/IPERS.
Additional resources	\$8,186	PD resources/training costs
Other Cost: i3 Fee	\$23,400	Six first and second years at \$3,900 each.
<b>Total Costs</b>	<b>\$ 171,086</b>	

The Lead Teacher at the elementary level will be a full time position with a projected cost of \$62,100 which includes the cost of salary and benefits. This position will work with the administration and staff to provide support for all staff members in their instructional practices, assist in developing the PD plan for the elementary building and provide time for teachers to observe other teachers.

The Committee Leaders will be given a stipend to compensate them for additional time spent on their roles. This will cost approximately \$34,000. Those selected for these jobs will be responsible for the objective for the different committees when it comes for their time on the PD schedule that will be implemented on the early dismissal days. The Committee Leaders will also be expected to put in additional time outside of the contracted days. They will be compensated at their per diem rate for up to four days each. The projected cost for this portion of the budget will be approximately \$8,500. An additional PD day beyond the 190 day contract is part of the budget plan as well. The amount of \$11,200 has been set aside for this day.

In order to support the TLC work of the leaders substitute will need to be hired to cover the time for peer observations, and the other meetings that will be held during school days for BLT and DLT meetings. The proposed budget has set aside approximately \$23,700 to cover the substitute costs of the program.

The cost for our participation in the i3 Grant is also included in this budget, which is \$23,400. In addition, an amount of \$8,100 is set aside for additional PD resources and training.

The proposed budget reflects what the Midland TLC plan will do to provide support for staff members to improve instruction in order to have all of our students achieve at high levels.

**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 district's TLC plan.\* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.\* Yes

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