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Application

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

91696 - Monticello Community Schools, Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-31 12:04:20
Signature:	Chris Anderson	Submitted By:	Gretchen Kriegel

Applicant Information

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Program Area of Interest*	Teacher Leadership and Compensation System
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Organization Information

Organization Name:*	Monticello Community School District
Organization Type:*	K-12 Education
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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)

Monticello Community School District (MCSD) is a rural district located on Highway 151 between Cedar Rapids and Dubuque. Enrollment at MCSD averages 1100 students annually. Over the past seven years student demographics at MCSD have shifted. The number of students receiving free/reduced lunch has increased significantly and the English Language Learner population has doubled. To address the unique learning needs of a shifting student population, MCSD has relied on teacher leaders for support.

Based on data collected throughout the TLC planning process, school staff and parents demonstrated overwhelming support for the implementation of a teacher leadership system (TLS) at MCSD. As a system, 94% of school staff and 100% of parents completing support surveys stated that increasing teacher leadership (TL) throughout the district will assist in making the district vision of, "*providing rigorous, authentic, personalized learning utilizing the local and global communities,*" a reality.

MCSD follows the Iowa Professional Development Model (IPDM) to engage educators in professional development (PD) focused on addressing gaps in student achievement. MCSD has relied on teachers to lead various initiatives in recent history. District educators are engaged in Professional Learning Communities (PLC) focused on standards alignment and effective instruction through three initiatives outlined in the District Strategic Plan: 1) Authentic Intellectual Work, 2) Integration of Transformational Technology, and 3) Multi-Tiered System of Supports (MTSS). Through the TLS, MCSD will have the ability to increase the allocation of time, resources, PD and stipends to ensure that all students are learning at high levels.

The district's TLC Plan addresses the *Annenberg Foundation's* interrelated focal areas for system-wide school improvement which are: district redesign, leadership, opportunity and accountability, and community-centered educational reform. Throughout the sections of this application, there are a variety of interrelated approaches to educational leadership that encompass coherence, focus and alignment of the MCSD system.

The MCSD vision for the TLS is to *"create a system of leadership and systemic support for educators through increased professional development opportunities that link to our current and future educational innovations while maintaining focus on increased student achievement."* To ensure a cohesive, effective educational system focused on student achievement, the TLC committee developed six meaningful, differentiated teacher leadership roles that include: Instructional Coaches, Curricular Leads, AIW Coaches, K-12 Behavioral Coach, 9-12 Intervention Specialist and Technology Coaches.

These positions will be filled by 22 teacher leaders (25% of teachers) at MCSD who demonstrate a growth mindset. Some of these teachers will take on full-time TL roles, others will be in roles that are in addition to their full-time assignments; all will work together to create a cohesive TLS. All teacher leadership positions have stipends attached. Distinct roles and responsibilities are aligned to each leadership position. incorporated into each role are modeling, observations, collaboration, strategy implementation, data collection and delivery of PD.

To fill TL positions, a rigorous selection process has been established which includes: teacher nomination, application, peer recommendations, and an interview that provides evidence of leadership ability. Both the application and interview process will embed the criteria detailed in Danielson's *Rubrics for Enhancing Professional Practice.* Applicants will provide information regarding their knowledge and skills as related to effective teacher leadership, which include: Working with adult learners, communication, collaboration, pedagogical knowledge according to district goals and professional development initiatives and systems thinking. This rigorous application and interview process will allow the selection committee to identify the applicants most qualified to serve in each of the leadership positions.

Formative and summative data will be used to evaluate the effectiveness of the TLS. Teacher leaders will be responsible for regularly collecting and analyzing data regarding student academic achievement, improved instructional practices and meeting the district established goals for the TLS that are as follows:

TLC System Goal #1: Attract and reward quality educators, maintaining Monticello's high level of annual teacher retention at 98% or higher.

TLC System Goal #2: Enhance current MCSD professional learning and leadership opportunities for teachers both short-term and long-term to ensure 25% of Monticello teaching staff are in teacher leadership roles.

TLC System Goal #3: Increase collaborative learning opportunities for teachers utilizing Professional Learning Communities locally and/or globally to ensure collaborative opportunities are provided on a weekly basis.

TLC System Goal #4: Increase student achievement through strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

MCSD maintains a rigorous professional development delivery system that supports teacher collaboration and celebrates student achievement. This is due in part to teachers who are willing to work endless hours supporting district initiatives for little to no compensation. The TLC grant will provide an opportunity for MCSD to reward teachers for their continual dedication to professional learning and improvement of instructional practice. MCSD is confident that it's TLS will create a culture of learning that is focused on increasing achievement for each and every learner.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?* No

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

Please include the following information in your narrative:

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

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Planning:

Collaboration and Learning:
In May of 2014, a team of Monticello School Community District (MCSD) administrators and teacher leaders discussed writing for TLC grant funds to support teacher leadership in Monticello Schools. Throughout the spring and fall of 2014, the TLC grant writing team composed of teachers and administrators attended TLC grant writing meetings at AEA 10. School leaders and teacher leaders from area school districts implementing similar initiatives to MCSD were contacted to gather information on how TLC grant funds can be utilized to enhance existing initiatives and implement new and innovative ideas in education. Select TLC grant-writing team members also visited other schools to gain insight into how various teacher leadership positions (other than those currently in place at MCSD) are being utilized to increase academic achievement through effective teaching and learning practices.

Initial Information and Data Collection:
Information regarding the TLC grant was provided to all MCSD employees in May of 2014. A more in-depth presentation was given in August of 2014. A survey was developed and dispersed to all employees, which focused on the district need for teacher leadership. This survey collected information on needs, leadership roles, and the most desirable TLC model based on MCSD's vision, mission and student learning goals.

Committee Formation:
Based on survey results and conversations with various stakeholder groups, it was evident that the district (school-board, educators, support staff, parents and community) wanted to pursue the TLC grant. A subcommittee of teachers and administrators was formed to examine data and create a plan for a full TLC committee. The TLC Committee was comprised of the following:

- Teachers - representing elementary, middle school and high school
- District and building level administrators
- A school board member
- Parents/community members

Committee Structures:
The sub-committee met on a weekly basis to ensure action-planning items were being completed and to plan agendas for the full TLC committee. The full TLC Committee meetings occurred every three weeks. During full committee meetings, members collaborated on revising grant drafts to assist in crafting the final draft. The full committee discussed the enhancement of existing leadership structures and developed new TLC leadership positions.

Planning Dollars:
TLC planning grant dollars totaling $8767.51 were used to impact the quality of the grant by providing funding to support the following:

- The payment of substitute teachers for teacher committee members to attend meetings, collaborate with other districts and observe teacher leadership models
- Travel/meeting expenses
- Grant planning, writing, consultation and support services
- Committee member stipends - *Stipends were not a priority for the committee. Stipend amounts were based on remaining funds once all planning grant expenses were paid.*

Engaging Stakeholders and Levels of Commitment:

Teachers:

Engagement: Teachers provided ongoing feedback during the TLC grant writing process by assessing needs for leadership positions that would have the highest impact on student achievement. Teachers gave detailed information on teacher leadership roles and the impact on student achievement. Building Leadership Teams assessed the needs of the district, elaborating on the roles and responsibilities of proposed teacher leadership positions. At local education association meetings, information was presented and feedback was collected to provide data for the TLC Committee to consider while writing the TLC plan for MCSD.

Support: According to MCSD staff survey data, over 94% of employees agreed that additional teacher leadership was needed at MCSD. Throughout the TLC grant process, teachers continually provided support and feedback through surveys, meetings and involvement on the TLC Committee.

Administrators & School Board:

Engagement: Administrators and the school board had instrumental roles in the TLC grant writing process. Administrators facilitated conversations with staff on the development of TLC positions, then provided teacher feedback to TLC Committee members. The school board had representation on the TLC Committee and was able to provide input and feedback on positions and budgets for TLC funded positions.

Support: School board members and administrators were in 100% agreement to write for the TLC grant. In recent years, MCSD has found innovative ways to create and sustain teacher leadership throughout the school district. Unfortunately, innovation often comes with additional cost. Administration, and the school board believe TLC funding will assist in sustaining existing leadership positions while creating new and innovative teacher leadership roles and structures.

Parents:

Engagement: Information throughout the grant writing process was provided to parent groups through school newsletters, the district website, and at meetings such as PTO and various booster clubs at the middle school and high school levels. Parents were also provided informational flyers at parent-teacher conferences.

Support: Through communications, parents were encouraged to provide input to their parent representatives on the TLC committee, as well as to administration and teachers. An online opinion survey was sent to parents and the community. 100% of parents and district patrons completing the survey supported writing for the TLC grant and enhancing what MCSD already has in place. Parents expressed that increased student achievement should be the priority in any new structures created through the TLC grant.

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.

Opportunities for teacher leadership and teacher collaboration exist throughout the Monticello Community School District (MCSD). Teacher leaders have been relied upon to mentor, coach, provide professional development and facilitate educator collaboration. What have been missing are clearly defined leadership roles and a systematic means to monitor the impact of teacher leadership (TL) on student achievement.

Additional teacher leadership and leadership structures through the Teacher Leadership and Compensation (TLC) grant will provide MCSD with an opportunity to transform itself into the district it has aspired to be. Financial restraints and limited resource allocations have always been barriers to reaching the goals of redesign set five years ago. As part of the TLC plan, MCSD has set forth a vision for TL which aligns to the district vision, mission, core educational values and goals as follows:

- **Vision for the Teacher Leadership System**: Create a system of leadership and systemic support for educators through increased professional development opportunities that link to our current and future educational innovations while maintaining focus on increased student achievement.
  - **District Vision**: Monticello Community Schools providing rigorous, authentic, personalized learning utilizing the local and global communities.
  - **District Mission:** The mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will be life-long learners.
  - **Core Educational Values:**
    - Effective Instruction in Each Classroom
    - Relationships and Collaborative Structures
    - Utilization of Technology & 21st Century Learning

As part of the district TLC plan, specific goals for the TLC system have been established. These goals have been aligned to district TLC criteria, district student learning goals and the **Vision of the Statewide TLC System** as follows:

TLC System Goal #1: Attract and reward quality educators, maintaining Monticello's high level of annual teacher retention at 98% or higher.

- District Criteria

- Base salary at $33,500.
- High quality mentoring system for new teachers.
- Fill TL positions with high quality teachers.
- Provide teacher leaders with additional responsibilities and compensation.

- District/Student Learning Goals
  - Attract, retain, and reward high quality educators who possess positive work habits.

TLC System Goal #2: To enhance current MCSD professional learning and leadership opportunities for teachers both short-term and long-term to ensure 25% of Monticello teaching staff are in teacher leadership roles.

- District Criteria
  - Systematic PD aligned with district initiatives, student achievement data, and evidence-based instructional strategies.
- District/Student Learning Goals
  - Increase student achievement in reading, math, science and social studies through increased student competency in essential knowledge and skills.

TLC System Goal #3: Increase collaborative learning opportunities for teachers utilizing Professional Learning Communities (PLC) locally and/or globally to ensure collaborative opportunities are provided on a weekly basis.

- District Criteria
  - Teachers will meet weekly in PLCs to examine data, collaborate, participate in PD and receive support from teacher leaders.
  - Teacher leaders will collaborate and network with others locally and globally.
- District/Student Learning Goals
  - Teachers will ensure the creation of a culture of collaboration focused on student achievement.

TLC System Goal #4: Increase student achievement through strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

- District Criteria
  - Implement TL structures to coach and support teachers with the implementation of instructional strategies, behavioral supports, AIW standards and criteria, curriculum alignment, and academic intervention.
- District/Student Learning Goals
  - Provide high quality instruction throughout MCSD focused on increased student achievement.

The ultimate goal for the statewide TLC system is to improve student learning and increase academic achievement. MCSD has an enduring reputation for strong academic achievement and excellence in education. In recent history, the MCSD student population has become increasingly diverse and student achievement data reflects that underrepresented student populations (Low SES, students entitled to special education services, and English Language Learners) are achieving below their peers in reading, math and science. This is especially true at the Middle School and Elementary levels.

While MCSD graduation rates, attendance and ACT scores still remain higher than state averages, MCSD Elementary Schools and Middle School have been identified as Schools In Need of Assistance (SINA) - the elementary schools have been identified for Math and are on the Watch List for Reading. The Middle School has been on the SINA list for Reading and Math for multiple years. The district recognizes that for student achievement to improve, PD, student progress monitoring and teacher collaboration practices all need to improve. Through the TLC plan, MCSD will provide opportunities for teachers to learn together with the support of TL. Teacher leadership pathways have been created to provide leadership, PD, coaching and collaboration to facilitate learning focused on increasing student achievement for each and every child.

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)

Monticello Community School District (MCSD) implements research based professional learning initiatives that are proven to increase student achievement. MCSD's newly created Teacher Leadership (TL) positions will be utilized to provide leadership and professional development (PD) to new and existing initiatives. MCSD currently has a Curriculum Director who serves as a facilitator, center point of coordination and liaison to all leadership teams/committees at MCSD. The Curriculum Director will work collaboratively with teacher leaders to assist with implementation of the TLC plan. The Curriculum Director position will not be supported by TLC funding; MCSD will continue to use district funds for this position.

Teacher leaders will be integrated into leadership teams at the community, district and building levels. The leadership positions listed below represent 25% of MCSD teaching staff.

2 - 1.0 FTE Instructional Coaches
1 - 1.0 FTE 9-12 Intervention Specialist
1 - 1.0 FTE PK-12 Behavioral Coach
3 - 0.5 FTE Technology Integration Coaches
3 - AIW Coaches (extended days)
12 - Curriculum Leads (extended days)

A. <u>PD Initiatives & Connections to Teacher Leadership:</u>

1. **Authentic Intellectual Work (AIW):** Provides deep reflective practice for teachers focusing on student construction of knowledge, conceptual understanding, elaborated communication and value beyond school.

   TL Connections & Supports
   AIW coaches will collect data from the Classroom Implementation Profile (CIP) for planning and delivery of PD. AIW Coaches will model and support teachers with lessons aligned to the AIW framework and the Iowa Core. This will be done in collaboration with **Instructional Coaches** and **Intervention Specialist** and **Curricular Leads.**

2. **Transformational Technology:** MCSD is planning for a 1:1 initiative within the next two school years. Teachers are focusing on embedding technology at the transformational level to increase student engagement and 21st Century Sills.

   TL Connections & Supports
   Technology Coaches will ensure technology integration is specific to the needs of learners at various levels of academic development. They will provide in-class support, co-teaching and PD.

3. **Multi-Tiered Systems of Supports (MTSS):** MCSD is implementing MTSS district-wide. MTSS is an integrated system of standards-based assessment and intervention provided through a multi-tiered system of supports for academics and behavior. At the elementary level there is an intense focus on MTSS and K-3 Literacy.

   TL Connections & Supports
   Instructional Coaches and Intervention Specialist will collect and organize student data. Guided by the work in *Learning by Doing*: DuFour, they will facilitate collaborative teacher teams with a focus on student interventions. **Curricular Leads** will provide PD and coaching on standards alignment and assist curricular teams in determining priority standards. **Curricular Leads,** along with **Instructional Coaches** and **Intervention Specialist,** will support teams with the development of standard proficiency scales, assessment and data review. The **Behavioral Coach** will provide classroom support and PD on behavioral interventions for teachers and associates working with students who exhibit challenging behaviors.

B. Structures and Connections to Teacher Leadership:

1. **The School Improvement Advisory Committee (SIAC)**
   SIAC is a community-based group whose membership includes community members, parents, students, teachers and school administration. SIAC examines academic achievement, instructional practices, school climate and culture and Iowa Core implementation data. They receive recommendations from the district Instructional Leadership Team (ILT) and make suggestions to the school board regarding annual goals.

   TL Connections & Supports
   Instructional Coaches, a **Technology Coach** and **Curricular Leads** will serve on the District SIAC as links between school and community. These positions will assist the **Curriculum Director** in planning and facilitating SIAC goal-setting sessions.

2. **District Instructional Leadership Team/Iowa Core Leadership Team (ILT)**
   ILT is a district-level data team that sets district goals, plans district wide PD, links to SIAC, develops and monitors the district Iowa Core Plan and determines specific PD initiatives based on student data and teacher need.

   TL Connections & Supports
   The **District Curriculum Director** facilitates this committee. One representative from the **Instructional Coaches/Intervention Specialist, AIW Coaches** and **Technology Coaches** will serve on ITL. **Curricular Leads** from each core content area will also be represented.

3. **AIW Leadership Team**
   The AIW leadership team reviews AIW implementation data including CIP walkthroughs, Innovation Configuration (IC) Maps, revised teacher assessment tasks and student work by conducting a correlation. The AIW leadership team sets goals, creates action plans and monitors/makes adjustments to plans based on student data and teacher need.

   TL Connections & Supports
   AIW Coaches will be responsible for facilitating AIW leadership team meetings and will provide AIW focused PD at each level.

4. **Building Leadership Teams (BLT)**
   BLTs are responsible for examining building achievement data, planning and delivering PD, assisting with goal setting and collaborating with other buildings and ILT.

   TL Connections & Supports
   Curricular Leads, Instructional Coaches, Intervention Specialist, AIW Coaches and the **Behavioral Coach** (when applicable) will be members of BLTs across the district.

5. **New Teacher Induction Team**

   The New Teacher Induction Team reviews new teacher mentor program data and oversees the **Mentor Facilitator** (not a TLC position). This team plans for and provides PD to mentors and works collaboratively with building principals to create positive teaching and learning environments.

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)

Improving Entry Into the Profession:
During the 2008-2009 school year, Monticello Community School District (MCSD) redesigned the Mentoring and New Teacher Induction Program. **The goal of redesigning the new teacher program was to assist new teachers through the four stages for new teachers** as first outlined by Kevin Ryan, Delta Kappa, (1986) and Wong and Wong in *The First Days of School* (2009).

MCSD currently works in partnership with GWAEA and the New Teacher Center (NTC) to provide high-quality, research-based mentoring and induction for new teachers. The district will use TLC funds to create 22 Teacher Leadership (TL) positions. These 22 TL positions are spread throughout the district in 6 different categories which include **Instructional Coaches, Intervention Specialists, a Behavioral Coach, Technology Coaches, AIW Coaches** and **Curricular Leads**. Teacher Leaders will be required to support new teachers at MCSD in the following areas:

Newly Created TLC Position	Level	How Role Will Support New Teachers and Address Identified Mentor Gaps
Instructional Coaches & Intervention Specialist	PK-4 5-8 9-12	• Complete observations and walkthroughs in new teacher classrooms • Provide feedback and coaching to increase effective instructional practices and strategies • Create opportunities to co-teach and model teaching for new teachers
Behavioral Coaches	PK-12	• Complete observations and walkthrough • Provide PD • Coach teachers in behavioral management strategies and implementation of classroom expectations/procedures • Support the implementation of PBIS PK-12
Technology Integration Coaches	PK-12	• Provide in-class support • PD on software and hardware that is building/district specific • Support the integration of transformational technology in the classroom
AIW Coaches	PK-12	• Coach new teachers on the AIW standards, criteria and teaming • On-going coaching in alignment of tasks, student work and instruction
Curricular Leads	Pk-12	• Provide PD on curriculum alignment • Support new teachers with the implementation of district-specific teaching resources and materials

Effectiveness of the MCSD New Teacher Induction Program:
The district took a proactive stance during the 2010-2011 school year and developed additional personnel structures, including the utilization of the District Curriculum Director as a Mentor Coordinator for the district and created a district-wide **Mentor Facilitator** position utilizing a mentor teacher emeritus.

MCSD provides professional development opportunities to mentors and new teachers as well as opportunities that are available through GWAEA and the New Teacher Center (NTC). Each year the MCSD Mentoring and Induction Program is evaluated and adjustments are made to increase program effectiveness. On a yearly basis, MCSD attempts to increase the number of teachers in its mentor teacher pool. In the past 6 years, 11 mentor teachers have been added. This is an increase of 61%. Currently, 22.25% of the MCSD teacher workforce are trained mentor teachers. Below are data regarding new teacher retention at Monticello Schools.

Teachers New to the District Since 2008-2009	Teachers leaving the profession	Percentage of Retention
25	1*	96%
New Teachers to the District Since 2008-2009	Teachers remaining in the profession, but leaving Monticello	Percent Retention in Monticello Schools
25	5**	80%

** Reason for leaving the Profession: Left for Chief of Police position, which was a former career path*
*** Reasons for leaving Monticello include: 2 moved for spouse's job change, 2 returned to their hometown to teach, 1 left due to RIF {reduction in students in need of IEP services. Position was reduced to .25 FTE}*

MCSD has been successful in retaining new teachers to the district and to the teaching profession. To ensure continued success, beginning teachers complete a survey which measures the effectiveness of the MCSD New Teacher Induction Program and the effectiveness of the **Mentor Facilitator**. These surveys are correlated to the MCSD Mentoring and Induction Impact Matrix. Below are identified areas for improvement that are based on new teacher and mentor survey data, as well as student achievement data from beginning teachers' classrooms.

Mentor and Induction program areas of need as identified from the 2013-2014 Survey:

1. Additional release time, PD and coaching focused instructional strategies, technology and initiatives at MCSD
2. Coaching on classroom expectations, procedures and behavioral management
3. Increased feedback and observation from administrators (specifically, walk-through observation feedback)
4. Coaching on interventions for students who demonstrate gaps or deficiencies in academic achievement based on common formative assessments

While the basic structure of the MCSD New Teacher Induction Program and the Mentor Facilitator position will not change, the new TLC roles will support the district's current personnel by helping to address the gaps found in the mentoring program. With the addition of TLC positions, our new teachers will have opportunities to co-teach with highly skilled teachers, be a part of collaborative teams focused on teaching and learning and have access to in-classroom supports. TL structures will assist MCSD in creating a model similar to what the NCT has found to be most effective through its multiple years of research.

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.

Monticello Community School District (MCSD) strives to create a systemic approach to education focused on the vision of "*providing rigorous, authentic, personalized learning utilizing the local and global communities.*" Through the Teacher Leadership System (TLS), MCSD has the opportunity to effectively and efficiently connect teacher leadership, professional development (PD) and collegial collaboration to support district initiatives.

The MCSD vision for TLS is to *"create a system of leadership and systemic support for educators through increased professional development opportunities that link to our current and future educational innovations while maintaining focus on increased student achievement."* To ensure a cohesive, effective educational system focused on student achievement, the TLC committee developed six meaningful, differentiated teacher leadership roles that include Instructional Coaches, Curricular Leads, AIW Coaches, PK-12 Behavior Coach, 9-12 Intervention Specialist and Technology Coaches. These positions will be filled by 22 teacher leaders (25% of teachers) at MCSD.

The Curriculum Director will serve as the coordinator for the TLS, creating a coherent system of structures and supports for teacher leadership. The Curriculum Director, Mentor Facilitator and Technology Facilitator (not TLC positions) will collaborate with teacher leaders to assure new teachers are provided PD and support needed to improve teaching and learning. Through TLS, professional learning (following the IPDM) can be provided on demand, in the classroom with students present, through co-teaching or modeling, in small and large groups. The distribution of teacher leadership creates flexibility in the delivery of PD and provides structures for monitoring the fidelity of implementation.

Effective, evidence-based instruction focused on increasing student achievement is of the utmost importance at MCSD. District educators are engaged in Professional Learning Communities (PLC) focused on standards alignment through three initiatives outlined in our District Strategic Plan: 1) Authentic Intellectual Work (AIW), 2) Integration of Transformational Technology, and 3) Multi-Tiered System of Supports (MTSS).

A unified system of leadership will be instrumental in strategically improving instructional practices in each classroom across the district. The success of TLS depends on the teachers that will serve in leadership roles. MCSD has been encouraged by the high percentage of teachers on staff expressing interest in TLS roles. Teachers who have expressed interest are those who have demonstrated high investments in their own personal, professional growth and have served in various leadership roles and committees in past years. Below is data indicating teacher interest in leadership positions.

Teacher Interest in Leadership Roles
Positions and Percentage of Staff Interested

- K-12 Behavior Coach - 24%
- Technology Coaches - 24%
- K-4 Instruction Coach - 14%
- AIW Coaches - 15%
- 5-8 Instructional Coach 9%
- 9-12 Intervention Specialist - 16%
- Curriculum Leads - 40%

Teacher Leadership Roles Defined

Instructional Coach:

- ***Positions PK-12:*** 2
- ***Time engaged in leadership:*** 100%
- ***Time engaged in student instruction:*** May occasionally provide direct student instruction during co-teaching opportunities or when extra supplemental or intensive instruction is necessary.

- *Extended Days:* 10
- *Supplement:* $5000

Responsibilities & Duties: Instructional Coaches will build trusting, collaborative relationships with teachers, and prompt teachers to engage in reflective practice. They will engage classroom teachers in collaborative, ongoing, job-embedded work which will encompass modeling, co-teaching, observation feedback and side-by-side supports. Instructional Coaches will provide resources, training, strategies and guidance on effective instructional and assessment practices in the classroom. The **Mentor Facilitator** and **Instructional Coaches** will work together to assure new teachers are meeting the Standards for Iowa Teachers at high levels. They will work with the **Curriculum Director** and building **Principals** in providing leadership for teaching and learning by serving on and facilitating various leadership groups throughout MCSD. Instructional Coaches and **Curricular Leads** will work collaboratively with teachers to evaluate the impact of instructional practice and resource/material selections on student learning results.

In addition to providing professional learning, Instructional Coaches will be responsible for facilitating data analysis with Professional Learning Communities (PLC) and monitoring the implementation of new learning in the classroom by creating systems of mutual accountability. Instructional Coaches will be able to draw on the talents of other TLS roles such as the **Behavior Coach, AIW Coaches, and Technology Coaches** to ensure that every variable impacting student achievement is being considered when working with students and teachers.
(Key strategies, responsibilities/duties are outlined in the Annenberg Institute for School Reform on Instructional Coaching: Brown University.)

Behavior Coach:

- *Positions PK-12:* 1
- *Time engaged in leadership:* 100%
- *Time engaged in student instruction:* May occasionally provide direct student instruction focused on behavior during co-teaching opportunities or when extra supplemental or intensive instruction is necessary.
- *Extended Days:* 10
- *Supplement:* $5000

Responsibilities & Duties: The Behavior Coach will provide classroom teachers with evidence-based, behavioral practices through PD, collaboration and in-classroom coaching. They will provide resources, training, strategies and guidance on effective means to instruct, support and assess individual and group behavior in the classroom. They will work closely with the **Mentor Facilitator** to ensure teachers new to the district are implementing effective behavioral management, classroom expectations and procedures to maximize student learning.

The Behavior Coach will plan, support and assist with implementation of behavioral interventions for students demonstrating Tier 2 and Tier 3 behaviors. They will support teachers in building relationships with students who demonstrate challenging behaviors and provide observational data on the connections between behavioral antecedents, the behaviors themselves, and interventions or consequences. They will assist teachers and students in setting and monitoring goals for behavioral outcomes.

The Behavioral Coach will work in conjunction with **Instructional Coaches, Technology Coaches and AIW Coaches** in addressing instructional choices that impact learning behavior. **Technology** and **AIW Coaches** will assist the Behavior Coach in working with classroom teachers in creating lessons that have value beyond school and are highly motivating and engaging through the integration of technology.
(Key strategies, responsibilities/duties outlined in Classroom Management that Works by Marzano, and Behavioral Interventions in Schools: A Response-to-Intervention Guidebook by Hulac, et. al)

Intervention Specialist:

- *Positions 9-12:* 1
- *Time engaged in leadership:* 100%
- *Time engaged in student instruction:* May occasionally provide direct student instruction during co-teaching opportunities or when extra supplemental or intensive instruction is necessary.
- *Extended Days:* 10
- *Supplement:* $5000

Responsibilities & Duties: The first priority of Intervention Specialist is to provide classroom teachers evidence-based intervention practices through PD, co-teaching, collaboration and in classroom coaching. They will provide resources, training, strategies and guidance on effective intervention based on assessment. The Intervention Specialist will work closely with the **Mentor Facilitator** to ensure new teachers at the secondary level are versed in MTSS and respond when students don't learn or when students already know the content as outlined in the *Professional Learning Communities at Work Plan Book*: Dufour. They will work closely with the **High School Principal** and **Curriculum Director** in providing leadership for teaching and learning. The Intervention Specialist will coordinate PD in standards alignment and intervention with **Technology Coaches, Curricular Leads** and **AIW Coaches** to assure adherence to the District Strategic Plan and the IPDM.

The Intervention Specialist will be responsible for facilitating data analysis with PLCs, the High School Principal and School Counselor to guarantee intervention is being provided to students who demonstrate behavioral and academic issues as delineated in *Simplifying Response to Intervention*: Mattos. They will take part in collaborative teaming with the **Instructional Coaches** at other levels throughout the district to make certain PLCs are following the same protocols and are focused increasing student achievement.

Technology Coach:

- *Positions PK-12:* 3
- *Time engaged in leadership:* 50%
- *Time engaged in student instruction:* 50%
- *Extended Days:* 5
- *Supplement:* $2500

Responsibilities & Duties: Technology Coaches will provide PD and support for the integration of transformational technology in instructional practice. **Technology Coaches** will form a network of expertise across the district by providing model lessons, co-teaching, and in-class support. They will work closely with **Instructional Coaches, AIW Coaches** and the **Intervention Specialist** to determine where technology can be leveraged to increase student engagement and achievement. Technology Coaches will work with the **Curriculum Director** and **Technology Facilitator** (not a TLC position) in planning and providing technology focused PD for teachers. The Technology Coaches will collaborate with the **Mentor Facilitator** to ensure new teachers successfully integrate technology into instructional practice.

AIW Coach:

- *Positions PK-12:* 3
- *Time engaged in leadership:* Extended contract days, and PD leadership
- *Time engaged in student instruction:* 100%
- *Extended Days:* 3
- *Supplement:* $1500

Responsibilities & Duties: AIW Coaches will be responsible for AIW focused PD, data collection, data analysis, and action planning to maintain the fidelity of AIW implementation. They will provide on-going coaching in alignment of tasks, student work and instruction to the AIW framework. AIW coaches will serve as anchors on scoring teams and will be a part of the MCSD AIW leadership team. AIW coaches will collaborate with **Curricular Leads, Instructional Coaches,** the **Intervention Specialist, Mentor Facilitator, Curriculum Director** and **Building Principals** to make certain AIW scoring standards and criteria are being followed with fidelity across the district.

Curricular Lead:

- ***Positions PK-12:*** 10 to 12
- ***Time engaged in leadership:*** Extended contract days and PD leadership
- ***Time engaged in student instruction:*** 100%
- ***Extended Days:*** 3
- ***Supplement:*** $1500

Responsibilities & Duties: Curricular Leads will support alignment of curriculum and assessment with the Iowa Core Curriculum in core content areas and Iowa Core Companions in other areas such as the Fine Arts. These positions will work in conjunction with the **District Curriculum Director, Instructional Coaches, AIW Coaches, Technology Coaches** and the **Mentor Facilitator** to plan and deliver PD to teachers that is interwoven between standards alignment, assessment development and effective instructional practice. Curricular Leads will research new curriculum resources and materials aligned to standards and effectively support the teaching of essential concepts and elements of courses and/or grade level specific content.

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 Monticello Community School District (MCSD) has developed a rigorous process to identify strong teacher leaders who have the ability to lead their colleagues and possess a deep commitment to professional development (PD). This section outlines skill sets for each Teacher Leadership (TL) role, descriptions of the tools and process used for selection, and assessment criteria utilized to identify the most highly qualified candidate for each position. Applicants applying for TL positions at MCSD need to demonstrate a growth mindset and willingness to meet the demands of the leadership positions they are seeking.

Application Tools and Process for Candidate Selection:

1. **Developing a Candidate Pool**
   - At least three years teaching with at least one year in MCSD.
   - Recruitment by administrators, nominations from staff and individual interest will be considered.
   - Letter of interest, resume and items required for application listed below.

2. **Applicant Screening** - Screening tools utilized by the selection committee prior to interview are as follows:

   Applicant Screen Part 1a. (For all TL roles) A survey will be sent to four colleagues (two selected by the candidate and two selected by administration) gathering data on a candidate's professional practice. The survey is based on the Monticello District Leadership and Professional Learning Skill Set. The Skill Set encompasses the skills and leadership characteristics needed to successfully complete the responsibilities of each TL position. This will be in the form of a Likert Scale.

   Applicant Screen Part 1b. Candidates will be asked to complete a self-assessment using sections from Charlotte Danielson's *Implementing the Framework for Teaching and Enhancing Professional Practice.* The candidate's evaluating administrator will also be asked to complete an assessment of the candidate's effective leadership, learning and professional practice using the same sections from the Danielson framework. Data collected through applicant screening will be used to make final candidate interview selections. Data from Danielson's framework will also be used as baseline data for professional growth if the candidate is selected for a TLC position.

   The required sections of the Danielson framework are listed below.

   Instructional Coaches
   - Effectiveness
     - Planning & Preparation - 1a, 1e,
     - Classroom Environment - 2a-e
     - Instruction -1d, 3b-e
   - Learning & Practice
     - Professional Responsibilities- 4 a-f

   Behavioral Coach
   - Effectiveness
     - Classroom Environment - 2 a-e
     - Instruction - 3a, c, e
   - Learning & Practice-
     - Professional Responsibilities 4 a-f

   Intervention Specialist
   - Effectiveness
     - Classroom Environment - 2a-e
     - Instruction - 3a-e
   - Learning & Practice
     - Professional Responsibilities 4 a-f

   Technology Coaches

- Effectiveness
  - Planning & Preparation - 1a, b, d, e
  - Instruction - 3c, e
- Learning & Practice
  - Professional Responsibilities 4 a-f

AIW Coaches
- Effectiveness-
  - Planning & Preparation - 1a-b
  - Classroom Environment - 2a-b
  - Instruction -3b-e
- Learning & Practice
  - Professional Responsibilities 4 a-f

Curricular Leads
- Effectiveness -
  - Planning & Preparation -1 a-f
- Learning & Practice-
  - Professional Responsibilities 4 a-f

Applicant Screen Part 2. Review Items for Application - Demonstration of Prior Professional Growth
The selection committee will place a strong emphasis on **Demonstration of Professional Growth**. Each candidate will be asked to provide **evidence of professional development**that has occurred outside of building or district level professional learning. Candidates will need to summarize how their personal professional learning has impacted student achievement in the classroom, and how they have shared their learning with colleagues.

Candidates for specific positions must present the items listed below for selection committee review. Interview selections will be based on the quality of artifacts provided during the screening process.

Instructional Coaches -
- Instructional video
- Evidence of meeting Iowa Teaching Standards and Criteria (ITSC) at high levels *1b, 1c, 1f, 2a-d, 3a, 3c, 4a-b, 4e, 5a, 5c, 5f, 7a-d, 8a-f*

Behavioral Coach -
- Instructional video
- Evidence of meeting ITSC at high levels *1b, 1f-g, 2a-d, 3a-e, 4a-b, 5a-c, 7a-d, 8a-e*

Technology Coaches -
- Instructional video focused on the integration of transformational technology
- Evidence of meeting ITSC at high levels *1d, 1f-g, 2a-c, 3e, 4b, 4f, 5c, 5f, 7a-d, 8a-e*

AIW Coaches -
- Coaching certification from the Center for AIW
- Instructional video that scores high in the AIW scoring standards and criteria
- Evidence of meeting ITSC at high levels *1b, 1c, 1f, 2a-d, 3a, 3c, 4a-b, 4e, 5a, 5c, 5f, 7a-d, 8a-f*

Curricular Leads -
- Completed comprehensive Essential Standards alignment chart
- Evidence of meeting ITSC at high levels *1b, 1c, 1f, 2a-d, 3a, 3c, 4a-b, 4e, 5a, 5c, 5f, 7a-d, 8a-f*

3. **Interview Candidate Selection and Recommendation**
The selection committee will be comprised of three principals (one at each level) and four teachers (one from each building) will use a scoring guide unique to each item of application to evaluate the results of candidate resumes, survey results, instructional videos and evidence of meeting the Iowa Teaching Standards. Danielson's framework scores will also be added into the candidate's total score. Based on total score, the committee will select the most qualified candidates to interview. Once interviews are completed, the selection committee will recommend candidates for each position to the Superintendent for school board approval.

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.

Teacher Leader Roles in the Creation and Delivery of Professional Development (PD)

Monticello School Community School District (MCSD) has championed a belief that the most effective way to develop and deliver professional learning is through teachers.

MCSD has relied on teachers to lead various initiatives in recent history. District educators are engaged in Professional Learning Communities (PLC) focused on standards alignment and effective instruction through three initiatives outlined in the District Strategic Plan: 1) Authentic Intellectual Work (AIW), 2) Integration of Transformational Technology, and 3) Multi-Tiered System of Supports (MTSS).

Through the Teacher Leadership System (TLS), teacher leaders will have greater responsibility and a more prominent role in the planning, development, implementation and evaluation of professional development (PD) throughout the district. The TLS will assist in balancing MCSD PD efforts to encompass all of the components of the Iowa Professional Development Model (IPDM) with fidelity.

Leadership and professional development systems will be based on the structured components of the IPDM. Over the course of the past seven years, the Monticello Schools District level Instructional Leadership Team (ILT) has been responsible for analyzing data, selecting PD content, as well as planning for and delivering professional development. The ILT has utilized the IPDM District/Building Profile to collect data on fidelity of PD implementation. Monticello has had an average score of 98/104 over the past seven years.

TLC alignment with Key Elements of the Iowa Professional Development Model:

IPDM	Role
Data Analysis	• **Instructional Coaches & Intervention Specialist** will assist teachers, leadership teams and administrators with identifying PD needs based on student achievement data. • **Behavior Coach** will assist teachers in collecting and analyzing individual student, classroom, building and district level student behavioral data for PD planning and goal setting. • **Technology Coaches** will organize and analyze data on transformational technology usage in classrooms, implementation of software and hardware and progress towards PD goals. • **AIW Coaches:** will analyze AIW implementation data such as Innovation Configuration (IC) Maps, Classroom Implementation Profile (CIP), Iowa Assessment Cognitive Domain data, and data on revised tasks. • **Curricular Leads** will examine Iowa Core implementation data, and the *What is Expected for Students to Learn* standards matrixes to direct future PD efforts in standards alignment.
Goal setting:	• **Instructional Coaches & Intervention Specialist** will assist leadership teams and principals in setting goals for implementation of PD. • **Behavioral Coach** will utilize learning supports data to assist leadership teams and teachers in determining targeted PD focused on behavior. • **Technology Coaches** will set goals for transformational technology integration based on analysis of qualitatvie and quantitative data. • **AIW Coaches** will set AIW implementation goals at the district and buildings levels. • **Curricular Leads** will set student achievement goals based on the implementation of the intended, implemented and assessed curriculum.
Selecting Content	• **All teacher leaders** will be embedded into leadership teams and work collectively with Principals, Curriculum Director, Mentor Facilitator and Technology Facilitator (not TLC positions) to utilize data in selecting evidence-based PD. Content for PD will be aligned with current district initiatives to address identified gaps in student achievement, learning supports and technology integration.
Design Professional Development	• **All teacher leaders** will be embedded into leadership teams and work collectively with Principals, the Curriculum Director, Mentor Facilitator and Technology Facilitator (not TLC positions) in determining a variety of PD formats to provide theory, demonstration, practice and most importantly collaboration. The format and time allotted for PD will depend on content and PD needs that are informed by student achievement data. Adjustments to PD design will be made based on formative data and the IPDM implementation profile.
Training/Learning Opportunities:	• **All teacher leaders** will be asked to provide a variety of training and learning opportunities that are aligned to district initiatives. They will engage classroom teachers in collaborative, ongoing, job-embedded PD which could encompass modeling, co-teaching, PLC facilitation, observation feedback, small group PD and larger full-staff PD delivery. Teacher leaders will provide resources, training, strategies and guidance through PD.
Collaboration Implementation	• **All teacher leaders** will engage in collegial PD centered around collaborative teaming, which provides opportunities for teachers to implement new strategies, develop lessons, and solve problems related to what they are studying in PD. Through collaborative practice, teachers are able to reflect on their PD implementation and work together to improve their application of learning.

Ongoing Data Collection Formative Evaluation	• **All teacher leaders** will work collaboratively to develop tools for collecting and organizing formative data. Data will be used to determine the level of fidelity for professional development and its implementation. Collection, analysis, and discussion of formative data occurs throughout the school year, so adjustments can be made to professional development at the building/district level in neccessary.
Summative Program Evaluation:	• **All teacher leaders** will collect data during the formative evaluation process, which may be utilized for summative evaluation. Program evaluation data will provide information on the fidelity of professional development. Student achievement data on standardized measures will be utilized as a summative measure to determine if PD impacts student achievement.

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.

Monticello Community School District (MCSD) utilizes data (both qualitative and quantitative) to determine the effectiveness of our programs and plans throughout the district. This is especially true in the areas of educational programming and professional development. Research from authors such as Reeves and Guskey are often used as benchmarks for evaluation processes and procedures.

The first step in any strong evaluation process is to have established goals for a system and clearly defined steps for monitoring those goals. It is critical that data utilized is meaningful and is used to directly impact student acheivement in the classroom.

Through systematic processes of evaluation, MCSD will determine the effectiveness of reaching TLC goals through short and long-term measures. Evaluation data will be used to inform decisions on the quality, efficiency and impactfulness of the TLC system. Evaluation processes and data collected will focus on the impact of the TLC system and the teachers serving in leadership roles on student acheivement.

Measurement of the Impact and Effectiveness in Achieving the Goals of the TLC Plan

TLC System Goal #1: Attract and reward quality educators, maintaining Monticello's high level of annual teacher retention at 98% or higher.

- Short-Term Evaluation Measures
  - Annual Survey data collected on job satisfaction and support for new teachers
  - Bi-Annual quantitative and qualitative data on teacher retention and reasons for staying at MCSD and in the teaching profession
  - New Teacher/Mentor Logs
  - Iowa Teaching Standards Reflection Logs (years 1 and 2)

- Long-Term Evaluation Measures
  - Teacher retention data
  - Long-range job satisfaction surveys
  - Climate and Culture surveys
  - Summative 3-year teacher evaluations

TLC System Goal #2: To enhance our current professional learning and leadership opportunities for teachers both short-term and long-term to ensure 25% of Monticello teaching staff are in teacher leadership roles.

- Short-Term Evaluation Measures
  - Ratio of teachers to teacher leaders throughout the district in years one and two of implementation

- Long-Term Evaluation Measures
  - Data on teachers in leadership roles
  - Retention of teachers in leadership roles over a five year span
  - Ratio of teachers serving in leadership roles over a five year span compared to those in non-leadership roles

TLC System Goal #3: Increase collaborative learning opportunities for teachers utilizing Professional Learning Communities (PLC) and AIW teams, at the local and/or global level to ensure collaborative opportunities are provided on a weekly basis.

- Short-Term Evaluation Measures
  - Data collected on the number of PLC meetings
  - Authentic Intellectual Work (AIW) scoring session logs
  - Number of peer-review opportunities
  - Building schedules indicating collaboration time
  - Professional development calendar allowance for collaboration in years one and two of the grant

- Long-Term Evaluation Measures
  - Trend data collected on the number of PLC meetings occurring at each level
  - Trend data on the increased number of AIW scoring sessions
  - Trend data on the number of peer-review opportunities for teachers
  - Trend data on building schedules indicating increased collaboration time
  - Professional development calendar allowance for collaboration over a five year span of grant implementation

TLC System Goal #4: Increase student academic achievement through strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level achievement goals.

- Short-Term Evaluation Measures
  - Formative Assessment System for Teachers
  - Curriculum-Based Measures
  - Measures of Academic Progress
  - Professional Learning Communities
    - Common formative assessments
    - Teacher collaborative conversations
    - Common summative assessments

- Long-Term Evaluation Measures
  - Iowa Assessment three year and five year cohort data in Reading, Science, Math and Social Studies
  - Comprehensive School Improvement Plan
    - Annual Progress Report
    - Adequate Yearly Progress

Individual Teacher Leader Evaluation

In order to meet the legislative requirement that administrators review teacher leadership roles, both teacher leaders and administration will collaboratively review the impact of teacher leaders on student achievement. Danielson's *Rubrics for Enhancing Professional Practice* will be used as a guide to build the tool utilized in the review. The review will also include peer feedback on the effectiveness of the teacher's performance of duty specific to the teacher's leadership role. Peer feedback will come from the teachers served by the teacher leader and other district teacher leaders may be included.

Monitoring and Adjusting the Plan Based on the Results of our Measures

- The Iowa Professional Development Model District/Building Profile data will be used to determine fidelity of implementation of professional development (PD) to the IPDM. Adjustments to PD will be put into place based on these data. This will be monitored twice per year by the District Instructional Leadership Team (ILT).
- Data gathered through administrator and peer reviews will be utilized to determine the effectiveness of individuals in leadership positions. Based on the reviews, adjustments in the duties and responsibilities of the position will be made if warranted. These data will be gathered throughout the school year along with a summative conversation between the evaluating administrator and Teacher Leader at the end of the school year.
- Survey data, student achievement results and building leadership team input will be utilized to assist in determining the effectiveness of specific leadership positions. Adjustments to positions, percentage of time in leadership roles, and other revisions will be made based on these data and TLC plan amendments may be submitted. The revision process will be conducted biannually by the TLC planning subcommittee.

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)

Capacity to Implement the Teacher Leadership and Compensation (TLC) Plan

Monticello Community School District (MCSD) has utilized teacher leaders to serve on various leadership teams throughout the district and feel confident in the ability to implement the TLC grant with a high level of fidelity and success. MCSD has several leadership structures and teams in place to help support the Teacher Leadership System (TLS). MCSD currently employs the following positions:

- **Instructional Coach K-4** - This position is already in place at Monticello, but will be incorporated into the TLS. The K-4 Instructional Coach will continue to support classroom teachers as a TLS supported position. The role and responsibilities of the K-4 Instructional Coach will be examined and revised to meet the district's vision and goals for TLS.
- **Curriculum and Special Education Director** - This position will be incorporated into the TLS structure and will serve as a central point of coordination for the TLS and for teacher leaders. This position will not be supported monetarily by the TLC grant.
- **Mentor Facilitator** - This position is designed to support new teachers and teacher mentors. It will be incorporated into the TLS structure, but will not be a TLC supported position. The Mentor Facilitator will coordinate with other TLS positions.
- **District Technology Facilitator:** - This position is already in place at MCSD to support technology integration in the classroom. While not supported by the TLC grant; the Technology Facilitator will be incorporated into the TLS structure.

Building on Past Success:
MCSD is committed to providing and sustaining a high quality teacher leadership system. In recent years, MCSD has demonstrated this commitment by paying for any teacher, with a desire to serve in a leadership position, to attend Contemporary School Leadership through GWAEA. Recently, these professional development (PD) offerings have been transformed into Leadership for Continuous Improvement, and MCSD teacher leaders have continued to attend.

Through the TLC grant, MCSD will have the opportunity to enhance existing leadership structures and increase teacher leadership throughout the entire district. Additional teacher leadership will increase the effectiveness of communication, collaboration, PD, Professional Learning Communities (PLCs) and AIW scoring teams. At MCSD we have relied on teacher leadership and strategic action planning in various school district initiatives. Those have included:

- Multi-Tiered Systems of Support
- Authentic Intellectual Work (AIW)
- Positive Behavioral Interventions and Supports
- Curriculum Alignment

Each teacher leader role will increase our ability to collect implementation and student achievement data from various initiatives. Leadership, collaboration and coaching capacity will increase the fidelity of PD implementation, thus impacting student achievement in a positive manner.

Systemic Implementation
MCSD has written a TLC plan that is poised for successful implementation. MCSD is a learning organization that utilizes systems thinking and recognizes that all individual parts are connected to a larger system that operates as one entity. Communication, collaboration and leadership are the means to maintain system connectedness. Additional teacher leadership increases the level of focus on the district's vision and monitoring of goals for increased academic achievement for each student.

Key Personnel to Sustainability
The MCSD Board of Education, District Administration and teachers serving in leadership roles will be responsible for the continued success and sustainability of the TLC plan. Through careful planning and the utilization of current successful leadership teams and structures, MCSD is poised to effectively implement and monitor a plan designed to meet the current realities of the MCSD. Through shared responsibility and ownership of successes and challenges, MCSD will be able to maintain a teacher leadership system that will continue to produce students who learn at high levels.

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*	1020.6

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

District Enrollment-Based Allocation	$315,181.69
Total Allocation	$315,181.69

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to $33,500.	$1,828.00
Amount designated to fund the salary supplements for teachers in leadership roles.	$313,352.73
	$0.00

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).	
Amount used to provide professional development related to the leadership pathways.	$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. *These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*	$0.00
Totals	**$315,180.73**

Other Budgeted Uses - Description

Item description	Amount budgeted
	$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended $315,180.73

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 $0.96

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)

At Monticello Community Schools (MCSD), the Teacher Leadership and Compensation (TLC) Grant will assist in our transition from semi-structured teacher leadership with intermittent responsibilities to a highly organized system designed to impact teacher and student learning.

Monticello's vision for the teacher leadership is to "*Create a system of leadership and systemic support for educators through increased professional development opportunities that link to our current and future educational innovations, while maintaining focus on increased student achievement.*" In order to make this vision a reality, the MCSD Teacher Leadership Committee has created a budget that is designed to make the district vision of teacher leadership and high levels of teacher retention a reality.

Total Estimated Allocation: $315,181.69

Raising the Minimum Salary for Teachers:

TLC System Goal #1: Attract and reward quality educators, maintaining Monticello's high level of annual teacher retention at 98% or higher.

The current minimum salary for new teachers is $32,210.00. The district will budget $1,828.00 of TLC funds to raise the base salary across the district to a more competitive salary of $33,500.

Connections Between Teacher Leadership Roles, Distribution of Funds and Goals:

TLC System Goal #2: To enhance our current professional learning and leadership opportunities for teachers both short-term and long-term to ensure that at minimum 25% of Monticello teaching staff are in teacher leadership roles.

The budget and roles outlined below encompass 25% of the MCSD teaching staff. The budget will fund six meaningful, differentiated TLC roles. MCSD has distributed TLC compensation in such a fashion that allows the district to preserve leadership positions already in place (Curriculum Director, District Mentor Facilitator, and District Technology Facilitator) as well as implementing new positions. It also allows the district to utilize categorical funding and general funds to stretch positions to reach 25% of the district teaching staff.

Roles/ Allocations & Costs

Instructional Coaches - $113,042.38
- 2 positions @ 1.0 FTE, with 0.75 FTE of each position funded through TLC; 0.25 funded through district general funds
- 10 additional contract days
- supplement: $5,000.00
- estimated cost $113,042.38

PK-12 Behavioral Coach - $56,521.19
- 1 position @ 1.0 FTE with 0.75 FTE funded through TLC; 0.25 funded through district general funds

- 10 additional contract days
- supplement $ 5,000.00
- estimated cost of position is $56,521.19

9-12 Instructional Strategist - $22,726.40
- 1 position @ 1.0 FTE with .25 FTE funded through TLC; .75 funded through dropout prevention
- 10 additional contract days
- supplement: $5,000.00
- estimated cost of position is $22,726.40

Technology Coaches- $31,241.50
- 3 positions @ 0.50 FTE
- 5 additional contract days
- Supplement: $2,500.00
- estimated cost of positions is $93, 724.49

AIW Coaches - $5,246.10
- 3 positions
- 3 additional contract days per position
- Supplement: $1,500.00
- estimated cost per position is $1748.70

Curricular Leads - $20,984.40
- 8-12 positions (depending on budget)
- 3 additional contract days
- Supplement: $1,500.00
- Estimated cost per position is $1748.70

Allocations & Additional Costs

TLC System Goal #3: *Increase collaborative learning opportunities for teachers utilizing Professional Learning Communities (PLC) at the local and/or global level to ensure collaborative opportunities are provided on a weekly basis*

MCSD maximized its TLC budget to create leadership positions throughout the district. In order to reach 25% of teaching staff in leadership roles, there were excess allocations available for TLC associated costs and PD for teacher leaders. Although there are TLC budget limitations, MCSD will utlize other district funding to support the Instructional Coaches and Intervention Specialist to attend Instructional Coaches PD offered through the AEA system.

Utilization of Non-TLC Funds to Support Teacher Leadership

TLC System Goal #4: *Increase student academic achievement through strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level achievement goals.*

Historically, MCSD has utilized general funds, Iowa Core funding and Teacher Quality Professional Development funds to assure teachers have opportunities to continue their personal professional learning aligned to district and building student achievement goals. These funding sources will continue to be utilized throughout the implementation of the district teacher leadership system. Alternate funding will be used to provide necessary professional development, payment of substitute teachers, materials and resources. The district will continue to use general and other categorical funding to assure teachers are able to attend PD opportunities, collaborate with one another, and observe each other's instruction. Approximately $10,000 of the MCSD Iowa Core Professional Development allocation will be dedicated to enhancing the district teacher leadership system.

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	Yes

teacher leadership roles beyond the initial and career teacher levels.*	
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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