



Application

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

95901 - TLC application for Seymour and Moravia Schools

Teacher Leadership and Compensation System

Status: Under Review
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Program Area of Interest Teacher Leadership and Compensation System

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Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Moravia CSD

Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website: www.moravia.k12.ia.us
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Benefactor
Vendor Number

Recipient Information

District Moravia Community School District
Use the drop-down menu to select the district name.
County-District Number 04-4491
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.
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TLC Application Contact

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Zip Code

52571

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)

Seymour and Moravia Community School Districts are two small southern Iowa districts committed to the goal of furthering educational excellence in our respective institutions. We are financially solvent and desire the ability to acquire partners to further the visions of our respective missions more effectively and in ways that we cannot accomplish alone. Both schools have experienced faculties dedicated to student learning that the districts wish to retain. As the goal of the Teacher Leadership & Compensation initiative is to create a self-sustaining system to improve teacher quality, Seymour and Moravia are excellent candidates for putting theory into practice. Inclusion in forthcoming Teacher Leadership Supplement funding will allow our teachers recognition for the tireless work they perform for our students every day as well as encourage personal and professional growth now and in the future.

Stakeholders have been included in the effort to become part of this venture from the beginning. Administration and faculty have endeavored jointly to craft this proposal with a shared desire for demonstrating improvement in key areas of educator and student performance alike. Education is changing at a pace unheard of by generations past. We recognize that while certain methods and structures that have worked previously may still be nominally viable, we commit to embracing modern research-based, data-driven methods and technology in the classroom. The alternative is to condemn students to skills of the twentieth century while facing a twenty-first century world—an unacceptable outcome. Parents, students, and community members have all been consulted during the process and have lent their support to the mission of this proposal. We stand united in anticipation of the opportunity to make this possibility a reality.

By adopting the TLC framework, we expect:

- a) To prepare students to be college, career, and citizenship ready by strengthening a rigorous, relevant, and measurable Iowa Core.
- b) To design a framework to allow teachers a voice in determining areas of best practice to pursue for excellence.
- c) To create a holistic model of individual development and institutional collaboration that ties together currently existing programs—such as mentoring and induction—and future initiatives to eliminate redundancies and enhance the effectiveness of those initiatives as a whole.
- d) To utilize cross-district instructional talent and expertise collaboratively by making model teachers from each district available to both.
- e) To make two small rural school districts more attractive to teachers, students, families, and local professionals by utilizing stakeholder input in addition to best practices demonstrated by effective teachers through professional development and a multi-tier leadership system that provides incentives for professional growth and leadership.
- f) To attract and retain top tier exemplary educators by raising the base salary to \$33,500 and providing leadership opportunities with additional compensation for experienced teachers.

With these noble goals in mind, we propose creating a hierarchical leadership system in both school districts, with a Professional Development and Curriculum Coordinator (PDCC) to be shared to integrate our activities efficiently. Acting under the supervision of the PDCC, each district will employ two Lead Teachers to perform instructional coaching duties as well as coordinate development activities for their elementary and secondary school faculties, respectively. This tiered system can then be integrated with each school's previously extant Mentoring & Induction and Teacher Collaboration & Peer Review programs. This will increase the utility of those programs, while also allowing their successes to continue beyond their currently limited scope to the educational staff as a whole. With the delivery system in place, current initiatives in each district, such as early and content literacy training, Iowa Core alignment, and various mathematics programs, can be more seamlessly applied and demonstrate enhanced effectiveness.

To ensure that the most qualified applicants are in positions to help facilitate this process, we will employ a rigorous selection process that takes advantage of both quantitative and qualitative measures of educational effectiveness. Furthermore, once qualified candidates have been selected and begin enacting their duties, we have created a process for routine evaluation to continually maximize the outcomes of the TLC system throughout the academic year. As the annual posting comes to a close, the established Review Councils can use the same determinations to select qualified candidates for the year upcoming, resulting in the most accomplished program possible.

In addition to educator leadership, the elevated minimum salary the TLS makes possible will result in the attraction and

retention of top quality educators. As small, rural schools in an increasingly urban-oriented state, our schools seem at times to serve as way-stations for educational talent before moving on to districts that provide optimum financial incentive. We aim to provide continuity in staff and curricular and co-curricular activities for our students' benefit as well as that of our local communities.

Committed parents, students, community members, and educational professionals at all levels have worked in solidarity to craft a program that is efficient, self-sustaining, data-driven, cost-effective, and resultant in the greatest outcomes for our students. With your assistance, we can put this plan into action, and so we thank you for your time and consideration.

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).

Part 1

The Seymour and Moravia Community Schools have partnered together in their TLC application. The two districts met on nine occasions in 2013 and 2014 for an approximate total of forty hours to discuss and create a plan that would use TLS money. For the second round of grant planning, the two districts met on an additional seven occasions and included more faculty and community members in the planning process. The commonality of our final goal has bonded us together. TLC planning grant funds have been allocated for:

- Mileage
- Meals
- Consultant assistance in the grant writing process
- Substitutes to enable teachers and administrators to use afternoons to meet and discuss what options would fit both districts as whole and as separate entities.

AEA services have been used to guide the committee through the planning process and design a plan that would work with both districts to allow time for cross-district collaboration, as well as individual district collaboration time. Discussions have been centered on ideas of what each position will entail and what each position's job description will be. The planning committee has determined what is important for both districts as a whole and for each district individually. There will be times when the two districts need to differentiate regarding initiatives; however, overall goals for both districts remain the same.

Stakeholders in the Seymour and Moravia Community School Districts, including board members, shared superintendent, building principals, teachers, and parents, engaged in writing the grant, setting up meeting times, securing places to meet, taking notes, organizing thoughts, working with the budget, and contacting a consultant to give us feedback on what we have written. Each person on the team has played a vital part in the grant writing process. Administrations have also shared this information with the CSIAC committees of the respective districts on November 4th and December 2nd, 2013, and on September 2nd and October 6th, 2014.

Both districts have been committed to making sure each stakeholder group has been an integral part of the TLC grant writing process. Each district selected at least two teachers from each school for the committee (secondary social studies, elementary reading recovery, secondary science, first grade) along with administration at various grade levels. New members were brought into the process (PK-12 music, elementary reading coach, secondary special education) for the second round of planning. The TLC committee has involved all teachers in both districts by soliciting input and keeping them updated on the committee's progress on the proposal. The committee has also taken the time during faculty meetings to discuss the opportunities for teacher leadership and student achievement in both districts. A few of the teachers on the committee are also representatives of the districts' respective Education Associations. Those representatives have discussed the planning process during Association meetings with the members. Teacher questions that have been brought back to the committee for clarification include:

- How can they apply?
- What opportunities are there for educators with longevity?
- How long will they have that position?

Teachers and parents have been folded into the planning process to gain input. The teachers mentioned splitting the Lead Teacher position at the elementary/secondary academic levels because of the differences in the way each functions.

Administrators mentioned cost, time, and how much of each the districts could afford. The committee has selected parents to be part of the process and give feedback from their perspective. Parents brought in concerns regarding who would fill in for teachers when out of the classroom and those individuals' qualifications. These concerns led to the team's discussion about a team teaching method for those Lead Teachers who would be out of the classroom part of the time. The process for making decisions regarding the plan and the various differences among stakeholders were addressed through discussion and consensus.

All Lead Teachers would need to believe in the concept of remaking the teaching profession into one of collaboration.

Teachers will understand and value the opportunities to grow, refine, and share their expertise as part of their professional

career. The committee will encourage commitment during the selection process through questions about the candidate's vision for the program.

This plan has the full commitment of the administration from both districts. Discussion began two years ago during contract negotiations. The administration provided the Associations with a memo regarding the intention to apply for the TLS monies to supplement salaries. The stakeholders are confident that the two districts are striving to better their teaching staff by offering time to collaborate and learn from each other to positively affect student achievement. Teachers in both districts work hard and deserve to be rewarded for all the time and expertise they put into educating students and each other. Teachers feel this provides them with recognition for the roles they play in educating young minds. The parent support and commitment to the plan has been an important part of the planning process.

The initial plan has been and will continue to be communicated to all stakeholders through CSIAC meetings, superintendent round table meetings, staff meetings, leadership team meetings, and Education Association meetings. Teachers have communicated that they support the plan through results from a staff opinion survey and in information sessions presented by the Education Association representatives, who are also on the TLC planning committee. There has also been a memorandum of understanding presented to the Associations.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

The Seymour and Moravia districts' visions guide our goals for our TLC plan and coordinate with the state's goals for that plan.

The purpose of the Seymour District is to provide each student an opportunity to achieve his or her highest academic and social potential through access to high quality programs and facilities. The Moravia District believes that learning flourishes in an environment of disciplined inquiry that develops and integrates knowledge and skills. The best learning occurs in an environment that is rich in resources, provides opportunity for active, participatory learning, and stresses responsibility and initiative. All students can learn and are expected to achieve high standards.

Our shared vision is to increase student achievement by creating an environment for teachers that facilitates opportunities to develop and strengthen classroom instruction. Our goals are:

- a) To prepare students to be college, career, and citizenship ready by strengthening a rigorous, relevant, and measurable Iowa Core.
- b) To design a framework to allow teachers a voice in determining areas of best practice to pursue for excellence.
- c) To create a holistic model of individual development and institutional collaboration that ties together currently existing programs—such as mentoring and induction—and future initiatives to eliminate redundancies and enhance the effectiveness of those initiatives as a whole.
- d) To utilize cross-district instructional talent and expertise collaboratively by making model teachers from each district available to both.
- e) To make two small rural school districts more attractive to teachers, students, families, and local professionals by utilizing stakeholder input in addition to best practices demonstrated by effective teachers through professional development and a multi-tier leadership system that provides incentives for professional growth and leadership.
- f) To attract and retain top tier exemplary educators by raising the base salary to \$33,500 and providing leadership opportunities with additional compensation for experienced teachers.

Teacher Leadership Role	Goals to Accomplish
Professional Development & Curriculum Coordinator	A – B – C – D
Lead Teachers	A – B – D
Model Teachers	A – D

Both districts provide students access to high quality instruction that supports the required Iowa Core Standards, 21st Century Skill acquisition, and enhanced application of technology. Both district goals for student learning are based on the Iowa Assessments given at grades 3-11. Our respective Annual Progress Goals for the 2014-15 year are as follows:

Reading: Increase the percentage of Seymour 4th grade students and Moravia 8th grade students performing at the proficient level on the Iowa Assessments when compared to the previous year's percentage.

Math: Increase the percentage of Seymour 4th and 5th grade students and Moravia 5th grade students performing at the proficient level on the Iowa Assessments when compared to the previous year's percentage.

Science: Increase the percentage of Seymour 4th grade students and Moravia 8th grade students performing at the proficient level on the Iowa Assessments when compared to the previous year's percentage.

To work toward a goal of 80% proficiency on the Iowa Assessments, the Moravia District has employed an elementary Reading Specialist. The LETRS initiative is supported by in-house trainers, which includes coaching and data-driven instructional models. A Math Leadership Team of teachers is providing leadership for improving our math program. The Seymour District supports elementary reading and math achievement by employing Reading Recovery, Title I, and MTSS teachers. Both districts' teachers would benefit from collaboration time with grade and/or content-level model/mentor teachers to improve instruction and student achievement at all grade levels. In small districts, often one teacher is the only instructor at that grade level or department. These teachers would benefit from collaboration with peers teaching their grade and subject to expand their instructional strategies. Our professional development will align with the *Iowa Professional Development Model* and will assist teachers with their individual career plans according to their differing needs. Sharing professional development between

two small districts would have the advantage of bringing in guest speakers that one district might not be able to do alone. Our teachers have many classes and co-curricular opportunities to prepare for; this requires access to fast information and help with instructional strategies. Instructional coaches would be able to provide this invaluable assistance at the point of need for the instructor by specializing in areas of expertise such as reading, math, science, technology, behavior intervention, etc. Our goals for teacher collaboration synergize with the state goal for collaboration among educational professionals. Since both districts reside in rural settings, it is often a challenge to attract and retain quality educators because these educators prefer to work in an urban setting. We believe that we have the expertise, skills, and competencies in our faculties to fill the leadership roles in our plan. With an expanded professional development plan that includes instructional coaching and collaboration among educators, it is our expectation that new teacher leaders will emerge. As these new teacher leaders perfect their teaching craft, they will be prepared to accept further leadership roles in the educational profession that expand their career opportunities.

Using Part 3 application narrative from Year 1?

No

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

Specific district initiatives that would utilize the TLC framework include: the implementation of the Iowa Core, specifically targeting early literacy, reading, math, science, and the *Iowa Professional Development Model*. Since the Iowa Core is the curriculum for both districts, the TLC leadership will focus its mentoring, modeling, and leadership roles with helping beginning and veteran teachers implement the Iowa Core with fidelity. The instructional staff in both districts will receive support from the TLC teacher leadership in order to raise student achievement.

The TLC plan will enable the districts to create a Professional Development Team who will appropriately design professional development learning activities that support the Iowa Core and align with the *Iowa Professional Development Model*. This team will examine student data from formative and summative assessments to plan professional development focused on student needs. The team will also analyze the E-Walk analysis of teacher behaviors in the classroom to inform the committee of what content to include in professional development that will enhance teachers' best practices. Surveys of individual professional development sessions will be a formative assessment of the effectiveness of the professional learning program. The E-Walks will be a formative assessment of a teacher's progress toward career goals in his or her individual teacher plans. Evaluation compared to the *Iowa Professional Development Model* will be a summative assessment of teachers' career plans. The model can prove to be a checklist, through which a teacher can measure his or her journey toward individual career goals.

The implementation of the Iowa Core and the use of the *Iowa Professional Development Model* will guide the learning activities designed in both districts. The focus of these initiatives will center on each building's Annual Progress Goals in the areas of literacy, math, and science. However, the design and focus of professional development activities will be differentiated to meet the specific needs of each school district.

Name of Assessment	Participating District(s)	Frequency & Purpose
MAP	Moravia	3x yearly as formative and summative assessment
FAST	Moravia & Seymour	3x yearly as formative assessment
easyCBM Math	Moravia	3x yearly as formative assessment
BRI	Seymour	3x yearly as formative and summative assessment
Math Probe	Seymour	3x yearly as formative assessment
Really Great Reading	Seymour	3x yearly as formative assessment
Various Diagnostic Assessments	Moravia	As needed
Iowa Assessments	Moravia & Seymour	Yearly as summative assessment
MTSS	Moravia	Seymour
Tier I	Core Instruction Differentiated Instruction	Tier II
Title I At-Risk Program Pass to Success Tutoring Summer School	MTSS After-School Tutoring Title I Reading Recovery At-Risk Program	Tier III

In Moravia, the TLC leadership will:

- Continue to support the LETRS initiative in literacy and work with the Math Committee at the elementary level. Consultants from the AEA in literacy and math will continue to be involved with supporting our secondary professional development in these areas.
- Assist with data analysis and its implementation, instructional modeling, mentoring, and coaching at the elementary level for literacy education. The TLC leadership would also expand to the secondary literacy area for data analysis, instructional modeling, and coaching. The elementary Math Committee has led the effort to analyze data for math at that level.

- Add the instructional modeling and coaching component to the math area in both the elementary and secondary levels. Data analysis using the MAP assessment will continue to be utilized at all levels.
- Support implementation of the Iowa Core.
- Design professional development activities to assist teachers in implementing the science standards appropriately at each grade level. Highly qualified teachers in the district in reading, math, and science will be excellent resources.
- Facilitate opportunities for collaboration with peers between districts.
- Oversee the continuity of our various initiatives.

In Seymour, the TLC leadership will:

- Continue to use consultants from the AEA to design professional development in the reading, math, and science areas.
- Assist with data analysis and its implementation, instructional modeling, mentoring, and coaching to enhance the delivery of instruction in the literacy and math areas at all grade levels. At the elementary level, such supports will be offered for the guided reading initiative to enhance student achievement.
- Ensure through use of the alignment tool in the Instructional Planner and other sources that the Iowa Core is being taught to students as expected.
- Design learning activities to assist teachers in implementing the science standards appropriately at the elementary and secondary levels.
- Draw upon the expertise of highly qualified teachers in reading, math, and science in the district.
- Arrange opportunities to collaborate with peers between districts and enhance the program for the instructional staff.

Using Part 4 application narrative from Year 1? Yes

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)

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

The proposed structure for the TLC framework is as follows:

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Review Councils

1.) Membership

- The Consortium Review Council shall be composed of two faculty members from each participating district and two administrative members also from each district.

Faculty members shall be those participating in each Site Review Council.

Administrative members may include superintendent(s), principals, and/or curriculum director and shall be chosen by the superintendent(s).

All such appointments are subject to approval by each district's Board of Directors.

- Each Site Review Council shall be composed of two faculty members from a single member district and two administrative members from that district.

Faculty members shall be chosen by the assembled faculty of the district.

Administrative members shall be chosen by the superintendent(s).

All such appointments are subject to approval by the district's Board of Directors.

2.) Duties

- It shall be the responsibility of the Consortium Review Council to:

Ascertain the effectiveness of coordinated professional development among the member districts toward achievement of common district initiatives;

Provide oversight for the Professional Development & Curriculum Coordinator position;

Recommend a candidate for the shared Professional Development & Curriculum Coordinator from the pool of qualified applicants each spring for the upcoming summer and academic year to the superintendent(s) for board approval.

- It shall be the responsibility of a Site Review Council to:

Ascertain the effectiveness of instructional coaching, peer review, and teacher mentoring toward achievement of district initiatives;

Provide oversight for the Lead Teacher and Model Teacher positions;

Determine the number of Model Teachers necessary to achieve the participation of 25% of the district faculty population in the TLC framework;

Recommend candidates for the district's allotted number of Lead Teachers and Model Teachers from the pool of qualified applicants each spring for the upcoming summer and academic year to the district superintendent for board approval.

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Professional Development & Curriculum Coordinator

1.) Duties

- The Professional Development & Curriculum Coordinator shall:

- Agree to work an additional 15 contract days throughout the fiscal year;

- Be fully released from teaching duties in order to accomplish the objectives of the TLC program;

- Divide their contract time equally between member districts in the consortium,

- Build understanding of content standards (Iowa Core), how components of the curriculum plan fit together, and how to use curriculum to plan instruction and assessment;

- Facilitate ongoing discussions to help teachers to agree on standards, follow the district's curriculum and priority goals, use learning progressions, and develop shared assessments;

- Design processes to break the norms of isolation, address issues of trust, and cultivate a collaborative culture;

- Serve on one or more committees and model leadership and commitment to continuous improvement;

- Lead committee decision-making to develop and implement a professional development plan on the basis on data analysis and findings;

- Lead teams to collect and analyze data to make decisions related to professional growth and school-wide action research;

- Help set goals as a member of planning teams and engage colleagues in analyzing and interpreting multiple sources of data;

- Facilitate/lead the PD leadership team at the district and cross-district levels using knowledge of PD standards, specifically:
- Chair the Consortium Professional Development Team
- Which shall consist of the Professional Development & Curriculum Coordinator and the Lead Teachers from each member district
- And shall develop coordinated, cross-district professional development activities based on student achievement data, state directives, district initiatives, and faculty input;
- Chair each individual District Professional Development Team
- Which shall consist of the Professional Development & Curriculum Coordinator and the Lead Teachers from that individual district
- And shall develop intra-district professional development activities based on student achievement data, state directives, district initiatives, and faculty input;

Lead Teacher

1.) Membership

- Each district shall have 1 Lead Teacher at the elementary level (PK-6) and 1 Lead Teacher at the secondary level (7-12).

2.) Duties

- A Lead Teacher shall:
- Agree to work an additional 15 contract days throughout the fiscal year;
- Be released from teaching duties 25% of the day in order to accomplish the objectives of the TLC program;
- Work primarily in their own district, but will be expected to engage in inter-district activities, such as observations and instructional coaching;
- Participate in Professional Development Teams to develop useful and applicable professional development sessions for teachers;
- Work under the supervision of the Professional Development & Curriculum Coordinator to further the goals of coordinated curriculum and professional development;
- Assist or lead professional development sessions as directed by the Professional Development & Curriculum Coordinator;
- Provide direct instructional coaching to improve teacher quality, including:
- Preliminary discussions as to areas in which the teachers being coached desire to improve,
- Formulation of an action plan to bring about such improvement,
- In-class observation,
- Post-class discussion of strengths, weaknesses, and strategies for improvement,
- Dialogue among Lead Teacher, students, and school officials regarding teachers being coached;
- Attend workshops and strategy sessions hosted by GPAEA or other entities to maximize the efficiency and effectiveness of certified staff;
- Help colleagues select and implement effective teaching strategies and study how students respond;
- Work inside classrooms to help teachers implement new ideas, demonstrate lessons, engage in co-teaching, observing, and giving feedback;
- Support ongoing collective learning so teachers focus on practices that directly improve student learning;
- Organize and facilitate teachers observing each other;
- Observe Model Teachers in all member districts to formulate opportunities for Career and Initial Teacher observation;
- Oversee and coordinate the TLC activities of Model Teachers to maximize their educational effectiveness and utilization of best practices;
- Oversee and coordinate the Mentoring & Induction Program at his or her respective academic level (elementary or secondary) with the district's Lead Mentor;
- Facilitate Professional Learning Communities to identify student learning needs, teachers' current level of knowledge and skills in priority areas, and types of learning opportunities that different groups of teachers need;
- Help structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms;
- Lead conversations to engage peers in analyzing and using data to strengthen instruction;
- Guide teachers' discussion of strengths and weaknesses of students' performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school;

- Participate in the evaluation of student teachers in the district, if necessary.

Model Teacher

1.) Membership

- Each member district shall have a number of Model Teachers determined by the district's Site Review Council to achieve 25% of the district's faculty population in leadership roles.
- Each district shall have at least 1 Model Teacher at the elementary level (PK-6) and 1 Model Teacher at the secondary level (7-12).

2.) Duties

- A Model Teacher shall:
- Agree to work an additional 5 contract days throughout the fiscal year;
- Teach the full duty assignment coterminous with their teaching position;
- Work under the supervision of the Lead Teacher at his or her academic level (elementary or secondary) to further the goals of modeling best practices and maximizing student achievement;
- Attend workshops and strategy sessions hosted by GPAEA or other entities to maximize the efficiency and effectiveness of certified staff;
- Help colleagues by sharing instructional and professional resources;
- Provide ideas for differentiating instruction and planning sessions in partnership with fellow teachers;
- Serve as a role model for mentees, acclimate new teachers to a new school environment, and advise new teachers about instruction, curriculum, procedures, practices, and the political context;
- Contribute time and expertise to make significant contributions to the development of new professionals;
- Implement appropriate learning designs and invite new and veteran teachers into their classrooms to observe, co-teach, collect data, etc.;
- Assist with selecting PD content and seek and share knowledge about theories, research, and effective practices in adult learning;
- Observe other teachers when possible to acquire new knowledge and/or formulate new opportunities for demonstrating best practices.

Career Teacher

1.) Membership

All teachers in possession of a Standard/Master License or equivalency issued by the Iowa Board of Educational Examiners but not assigned teacher leadership roles shall be considered a Career Teacher.

2.) Duties

- A Career Teacher shall:
- Perform duty assignment in alignment with district policy;
- Participate in professional development activities as developed by the TLC framework;
- Observe Model Teachers demonstrating best practices for no less than 3 hours or 4 class periods during the fall semester, and 5 hours or 6 class periods during the spring semester;
- Align classroom policies and practices to adhere to best practices.

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Initial Teacher

1.) Membership

All teachers in possession of an Initial License issued by the Iowa Board of Educational Examiners shall be considered Initial Teachers.

2.) Duties

- An Initial Teacher shall:
- Agree to work an additional 5 contract days throughout his or her first two fiscal years in residency;

Perform duty assignment in alignment with district policy;
Participate in professional development activities as developed by the TLC framework;
Observe Model Teachers demonstrating best practices on no less than 3 hours or 4 class periods during the fall semester, and 5 hours or 6 class periods during the spring semester;
Align classroom policies and practices to adhere to best practices;
Participate in the district's Mentoring & Induction Program.

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.

Teacher Leadership Position Selection

All positions will be posted in-house and in both districts. The leadership positions will be made available to all eligible candidates. A written job description containing qualifications, specific job responsibilities, and the evaluation process will be communicated to all staff members. All teachers will be made aware of the roles of the teacher leadership positions and the rubric for the selection process. All teachers will be made aware of the compensation for each teacher leadership position.

Each leadership position will be for one year only. Candidates may re-apply annually for the position following the same application process. A re-application will highlight the accomplishments of the teacher leader during the previous leadership year. A Review Council composed of teachers and administrators from both districts will make the hiring recommendation to the superintendents for the Professional Development & Curriculum Coordinator. Each site will also establish a Review Council for hiring recommendations for the local Lead Teacher and Model Teacher positions. These committees will follow the equality representation criteria of appointed committees. The application and selection process will be completed in the month of May before the upcoming school year to allow the teacher leader preparation time. The Review Council will consider the elements of each application in session before making a final hiring recommendation to the district superintendent.

1. A. Application Elements

- The candidates for the teacher leadership positions will submit a letter of interest detailing why they would be interested in serving in the leadership role.
- They will also submit a detailed resume of their educational qualifications, including three years of teaching experience and one year teaching in the district. Resume should also include examples of prior professional growth, such as continuing education, attendance at professional conferences, achievement of professional career development plan goals, and/or performance in district leadership roles.
- The candidate will also submit a video recording of a teaching episode/collaboration session to the Review Council by the date requested before interviews.
- The candidates will have personal interviews with the Review Council wherein they will communicate their vision for the leadership role and articulate the characteristics of their effective teaching practices.

1. B. Selection Criteria

The Review Council will use a rubric composed by the TLC Planning Committee to rate each teacher leader candidate for the position that they are applying. The rubric will evaluate all pieces of the candidate's application, including letter, resume, video, and interview. Candidates should demonstrate skill in:

- (1) working with adult learners
- (2) collaboration
- (3) communication
- (4) effective teaching through content knowledge and pedagogy
- (5) systems thinking.

Model teachers should demonstrate the first four of these qualities, while Lead Teachers and the Professional Development & Curriculum Coordinator should demonstrate all five.

Annual Review of Assignment

Teacher leaders will be evaluated according to the standards of the Center for Strengthening the Teaching Profession's

Teacher Self-Assessment and the Center for Teaching Quality's *Leadership Skills* rubric. These documents will be modified to reflect the district's plans for evaluation on the basis of their categorical standards: working with adult learners, collaboration, communication, effective teaching through content knowledge and pedagogy, and systems thinking.

Each teacher leader will take a self-assessment at the end of each quarter according to the performance indicators of the *Self-Assessment*. They will then use this reflection to help develop 2 to 3 goals for his or her *Individual Professional Development Plan* identifying areas for growth based on the Iowa Teaching Standards. Progress will be measured as part of the district teacher evaluation system.

Each teacher leader will be evaluated formally by the end of each quarter according to the performance indicators of the *Leadership Skills* rubric by the district administration, in addition to informal walkthroughs on a regular basis throughout the school year. This survey will be submitted to the Review Council. This survey will also be given to the teacher leader as a formative assessment of his or her effectiveness.

Peer review will include a survey given to teachers following collaboration sessions to be compiled at the end of each quarter to measure the leader's skill according to the previously discussed performance indicators. This survey will be submitted to the Review Council. This survey will also be given to the teacher leader as a formative assessment of his or her effectiveness.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

Part 7

The Moravia and Seymour Community School Districts have and will continue to work collaboratively on common professional development goals. Such collaboration has only recently been incepted and will only be enhanced by the adoption of the TLC framework. Each of the professional development plans includes student achievement goals in the areas of math, reading, and science. Professional development ranges from outside speakers from the AEA to continuations of initiatives began in previous years.

Strengths of the current plans include a comprehensive approach to address reading, math, and science goals based upon:

- student data from each district
- evidence of research-based practices in professional development selection
- evidence of the recognition of major statewide initiatives.

Areas for growth in these plans include:

- targeted support of professional development linked to goals
- intensified focus teamed with ongoing support of that focus
- evidence of teacher input, commitment, and reflection
- increased usage of teachers within the district to provide professional development
- evidence of linkage to individual teacher professional development plans
- and overall evaluation of the professional development plan's effectiveness and impact.

With the adoption of the TLC plan, Moravia and Seymour will form a joint Professional Development Team (**PD Team**). This team will include teacher leaders, administration, and AEA professionals. This team's function will be to:

- gather data and analyze the needs of the districts
- research current professional development opportunities
- align professional development opportunities with the needs of the districts.

In addition, this team will meet yearly in a summative format to identify areas of strength and areas for growth in professional development and plan improvements. In addition, there will be two site-specific Professional Development Teams meant to focus on initiatives applicable to each's respective district only.

IPDM Component	TLC Leadership Role
Collecting/analyzing student data (formative assessment)	Professional Development & Curriculum Coordinator (PDCC) gathers student achievement data
	PD Team analyzes student achievement data
Goal setting & student learning	PDCC works with administration to set goals for the districts based on student achievement
	Lead Teachers <ul style="list-style-type: none"> • work to implement goals under the direction of the PDCC • model best practices • support Individual Professional Development Plan implementation
	Review Council recommends teacher leaders to the superintendent to achieve selected goals
Selecting content	PDCC develops PD calendar

	Model Teachers observe fellow educators to acquire new knowledge to share
Designing process for professional development	PDCC chairs PD Teams and develops PD calendar
	Lead Teachers serve on PD Teams
Training/learning opportunities	PDCC attends workshops/conferences
	Lead Teachers attend workshops/conferences
	Model Teachers attend workshops/conferences
Collaboration/implementation	PDCC
	<ul style="list-style-type: none"> • chairs PD teams • hosts PD sessions • aligns PD with other initiatives
	Lead Teachers
	<ul style="list-style-type: none"> • host PD sessions • engage in direct instructional coaching • model best practices • observe Model Teachers • coordinate observations • support Individual Professional Development Plan implementation
	Model Teachers
	<ul style="list-style-type: none"> • model best practices • observe fellow educators to acquire new knowledge to share
Ongoing data collection (formative evaluation)	Lead Teachers
	<ul style="list-style-type: none"> • observe Model Teachers • oversee TLC activities, Mentoring & Induction program, and Professional Learning Communities • help coach student teachers
	Review Council assesses program effectiveness
Program evaluation (summative assessment)	Lead Teachers help coach student teachers
	Review Council assesses program effectiveness annually

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.

Part 8

It is very important for the Seymour and Moravia TLC plan to include both formative and summative assessment in order to assess its effectiveness. Data will be collected from each stakeholder on multiple occasions throughout the year in order to rapidly make formative improvements to the program. The program will be evaluated annually by the Review Councils to ascertain its overall effectiveness. Moravia & Seymour's goals are:

TLC Goals	Short-Term Indicators	Long-Term Indicators
To prepare students to be college, career, and citizenship ready by strengthening a rigorous, relevant, and measurable Iowa Core	<ul style="list-style-type: none"> •Rigorous and relevant lesson plans based on the Iowa Core, including depth of knowledge (DOK) •Minutes from Professional Learning Community/Data Team meetings •Testing data demonstrating student proficiency, including Iowa Assessments/ASVAB/ACT/COMPASS/MAP •Exit interviews with graduates •Five-year alumni surveys 	
To design a framework to allow teachers a voice in determining areas of best practice to pursue for excellence	<ul style="list-style-type: none"> •Surveys from faculty/staff evaluating district activities •Observation logs from faculty/teacher leaders •Professional development plans developed by Professional Development Teams 	<ul style="list-style-type: none"> •Retention and recruitment of highly qualified faculty members over time •Number of applicants for faculty and teacher leadership positions
To create a holistic model of individual development and institutional collaboration that ties together currently existing programs—such as mentoring and induction—and future initiatives to eliminate redundancies and enhance the effectiveness of those initiatives as a whole	<ul style="list-style-type: none"> •Professional development highlighting shared opportunities •Survey of collaborative culture 	<ul style="list-style-type: none"> •Flow chart indicating successful structure of intra- and inter-district initiatives •Longitudinal self-assessment of mentoring/coaching participants
To utilize cross-district instructional talent and expertise collaboratively by making model teachers from each district available to both	<ul style="list-style-type: none"> •Observation logs from faculty/teacher leaders •Sign-ins from professional development sessions involving both districts •Planned collaboration sessions across school districts 	<ul style="list-style-type: none"> •Number of involved teacher leaders in shared activities over time

<p>To make two small rural school districts more attractive to teachers, students, families, and local professionals by utilizing stakeholder input in addition to best practices demonstrated by effective teachers through professional development and a multi-tier leadership system that provides incentives for professional growth and leadership</p>	<ul style="list-style-type: none"> • Student, faculty, and community member attendance at Community School Improvement Meetings 	<ul style="list-style-type: none"> • Number of students enrolled and graduation rate • Exit interviews with graduates • Five-year alumni surveys • Retention and recruitment of highly qualified faculty members over time
<p>To attract and retain top tier exemplary educators by raising the base salary to \$33,500 and providing leadership opportunities with additional compensation for experienced teachers</p>	<ul style="list-style-type: none"> • Number of applicants for faculty positions/leadership opportunities • District pay scales and leadership opportunity compensation in Master Contract 	<ul style="list-style-type: none"> • Number of faculty members pursuing graduate work • Retention and recruitment of highly qualified faculty members over time

The TLC plan will be monitored by utilizing the rigorous process to select effective teachers for each leadership position. These positions will be routinely monitored through instructional coaching logs, administrative and peer walkthrough forms, and reflective measures in collaborative reporting. These positions will also be evaluated annually by the Review Councils—consisting of two faculty members and two administrators in each district—and will participate in coaching with the Professional Development and Curriculum Coordinator. Information from teachers leaving the district and those receiving services provided by the TLC plan will be carefully reviewed by the Review Councils.

This information will be used to identify areas that are particularly effective and areas where improvement might be needed in TLC plan services. Together they will develop a written plan for improvement.

Adjustments to the TLC according to the *Iowa Professional Development Model* will be led by the Review Councils annually and by the Professional Development & Curriculum Coordinator during the academic year as necessary. Adjustments will be made each semester if needed and will be based upon both teacher participant and student data. Possible areas of adjustment may include formats for instructional coaching and feedback, scheduling to maximize TLC effectiveness, types or formatting of professional development, and collaboration focus.

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 districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Part 9

The Moravia and Seymour Community Schools will partner together in their TLC application. Our joint Professional Development Team along with the Review Councils and district Professional Development Teams will ensure sustainability through the diffusion of responsibility. Through the TLC planning process, a well-defined and funded program has been created and is ready to implement.

Capacity

Coordination between the Moravia and Seymour districts has led to more holistic professional development and a more harmonious implementation of similar initiatives. Both districts are taking advantage of shared professional development opportunities to eliminate redundancies and better utilize the resources of the AEA among them. This currently includes coursework and professional development in utilizing ChromeBook technology and taking advantage of Google-provided collaboration resources such as Google Docs. Shared district staff, particularly a superintendent and a curriculum director, have helped to guide this shared vision and have eased the way for the shared Professional Development & Curriculum Coordinator (PDCC) outlined in the TLC plan and more complementary district initiatives in the future.

Moravia and Seymour Community School Districts are financially solvent, including no outstanding debt service obligations in the latter. In both districts, a survey was promulgated among the faculty requesting input and gauging interest in applying for TLC leadership positions. In both cases, a significant portion of the faculty expressed interest in applying for leadership roles, which will create a competitive and robust selection process.

Our plan calls for 11 Model Teachers, at least 4 at Seymour and at least 6 at Moravia with one additional Model Teacher in the district that the PDCC is not selected from to reach our good-faith effort to include 25% of the faculty. Seymour currently has five faculty members who have been trained as mentors through AEA 31. Moravia utilizes an independent mentoring system with well-established veteran mentors. We also have many faculty members in both districts who have received professional development training in mathematics and content literacy, technology integration, Iowa Core, emergency management training, formative assessment, and data analysis. Our plan calls for four Lead Teachers, one for the respective elementary and secondary levels in each district. Both districts have faculty members who have played roles in administrative organization, such as professional development committees, presenters, athletic and activity directors, and student services directors. In addition, our plan calls for a Professional Development & Curriculum Coordinator. We currently have a shared Curriculum Director between our districts in addition to staff members who have experience in curriculum work. Our TLC plan will provide us with an opportunity to strengthen these areas even further and will allow people to make use of the strengths they currently possess to greater effect. We hope this increases our pool of applicants for the various positions and also encourages people to remain in leadership positions for as long as they are successful.

Furthermore, if a Review Council determines that a leadership position requires it, the district will make arrangements for teacher leaders in that role to initially take mentoring, coaching, or evaluator training to assist them in their job responsibilities. A teacher leader reapplying for a position will take more training in these areas should the position require it upon their selection.

Sustainability

The combined Moravia and Seymour TLC plan has the support of the following groups. Each of these groups will also have responsibilities for sustaining support for the program.

Our respective **school board members** have been consulted in the progress of the TLC plan development and have pledged their support in its implementation.

Our **shared superintendent** has committed to the proposed TLC framework. Before the process began, he drafted a memorandum of understanding intending to assemble a planning team to pursue the TLC grant. He has been a valuable member of the TLC meetings and has taken an active role in the financial planning of the program. He will be a member of the Review Council, the group charged with oversight of the TLC plan. He will also work with the Moravia and Seymour Education Associations to address any contractual issues that may arise as a result of this program.

Building principals are excited about the TLC plan and the possibilities it opens for real long term teacher improvement. Each has expressed their deep commitment to serving in their capacities as administrative members of the Review Councils. Building principals will conduct evaluations in concert with the stated goals of the TLC plan and work with faculty and staff to streamline

tasks and activities to work to their utmost effectiveness.

The respective **Moravia and Seymour Education Associations** have been partners in this process since the very beginning. They will negotiate the terms of the TLC into the Master Contract and continuously monitor said terms to ensure that our TLC plan adheres to the agreed upon contractual language. Representatives of both Education Associations are members of the planning committee.

Review Councils will strive to keep all stakeholders focused on the vision and goals of the program in addition to selecting outstanding candidates to fill teacher leader roles.

Teacher Leaders have the most important responsibility in terms of sustainability. They will work with the administration to ensure that the program is operating smoothly. They will demonstrate the level of commitment necessary to perform their new roles in a way that shows both professionalism and a desire to help all teachers improve their craft.

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 353.0

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

District Enrollment-Based Allocation \$109,013.46

Total Allocation \$109,013.46

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$5,500.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$68,852.00
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).	\$33,500.00
Amount used to provide professional development related to the leadership pathways.	\$4,500.00
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>	\$0.00
Totals	\$112,352.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$112,352.00

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 (\$3,338.54)

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

The proposed TLC budget for the Moravia and Seymour Community Schools outlines how the Teacher Leadership Supplement (TLS) funds will be used to support our joint plan. Our plan will provide teacher leadership opportunities to develop, support, and strengthen beginning and career teachers' instructional practices through collaboration that will increase student achievement.

To raise the minimum salary to the thirty-three thousand five hundred dollars (\$33,500), Moravia Community Schools will use five thousand five hundred dollars (\$5,500) of its TLS funds, while Seymour will use approximately twelve thousand eight hundred dollars (\$12,800) of its TLS funds. Figures include IPERS and taxes. This achieves our goal of attracting and retaining top tier exemplary educators by raising the base salary and providing leadership opportunities with additional compensation for experienced teachers.

TLS funds will vary for each district due to enrollment. Moravia has 353 students and Seymour has 264 students. Moravia will generate one hundred nine thousand ten dollars (\$109,010) while Seymour will generate eighty-one thousand five hundred twenty-six dollars (\$81,526).

A shared Professional Development & Curriculum Coordinator position will oversee the implementation our TLC Plan. This position will be shared financially by both districts according to enrollment. The cost of this position is estimated at \$35,000 plus the \$10,000 TLC compensation. Total cost with FICA and IPERS is fifty-two thousand four hundred sixty-one dollars (\$52,461). Cost to fund the Professional Development & Curriculum Coordinator position for Seymour is twenty-two thousand five hundred fifty-eight dollars (\$22,558) or 43% of the total cost. Cost to fund the Professional Development & Curriculum Coordinator position for Moravia is twenty-nine thousand nine hundred three dollars (\$29,903) or 57% of the total cost. This meets our goal of creating a model of individual development and institutional collaboration that ties together currently existing programs—such as mentoring and induction—and future initiatives to eliminate redundancies and enhance the effectiveness of those initiatives as a whole.

Each school will have one Lead Teacher in the high school and one Lead Teacher in the elementary at five thousand dollars (\$5,000) each. The total estimate to fund the leadership roles in Seymour is estimated to be eleven thousand six hundred fifty-eight dollars (\$11,658), which includes IPERS and taxes. The total estimate to fund the leadership roles in Moravia is estimated to be eleven thousand six hundred fifty-eight dollars (\$11,658).

Seymour will have five (5) Model Teachers at two thousand dollars (\$2,000) each while Moravia will have seven (7) Model Teachers at two thousand dollars (\$2,000) each. The total estimate to fund the Model Teachers in Seymour is estimated to be eleven thousand six hundred fifty-eight dollars (\$11,658), which includes IPERS and taxes. The total estimate to fund the Model Teachers in Moravia is estimated to be fifteen thousand six hundred thirty-two dollars (\$15,632). The difference in Model Teachers is due to Moravia having a slightly higher enrollment. These numbers will assure that twenty-five percent (25%) or more of the staff in each district will be involved in the TLC program. In Seymour, 8 of the 26 staff members will be involved for 31%, while in Moravia, 10 of the 36 staff members will be involved for 28%. This fulfills our goal of utilizing cross-district instructional talent and expertise collaboratively by making model teachers from each district available to both.

Each district will need to hire one full-time position to cover the time Lead Teachers are out of their rooms fulfilling TLC duties. This will cost each district approximately thirty-three thousand five hundred dollars (\$33,500). In order to provide the supports needed by our teachers for continual improvement, general funds may be used to assure the TLC's success.

The budget for both Moravia and Seymour is outlined as follows:

Seymour:

264 students x \$309 = \$81,526 total funding resources

Raise salary to \$33,500

\$12,800

Professional Development & Curriculum Coordinator	\$22,558
2 Lead Teachers	\$23,316
5 Model Teachers	\$11,658
1 Replacement Teacher	\$33,500
Professional Development	\$4,500
Total	\$108,332

Total Revenues	\$81,526
Total TLC Cost	\$108,332
Deficit	-\$26,806

*The Seymour Schools will use general fund monies to supplement deficit.

Moravia:

353 students x \$309 = \$109,010 total funding resources

Raise salary to \$33,500	\$5,500
1 Professional Development & Curriculum Coordinator	\$29,903
2 Lead Teachers	\$23,316
7 Model Teachers	\$15,632
1 Replacement Teacher	\$33,500
Professional Development	\$4,500
Total	\$112,351

Total Revenues	\$109,010
Total TLC Cost	\$112,351
Remaining Funds	-\$3,341

*The Moravia Schools will use general fund monies to supplement deficit.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. Yes

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

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