



Application

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

137486 - Moulton-Udell Teacher Leadership Grant

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name: Moulton-Udell CSD

Organization Type: K-12 Education

DUNS: 02-242-1838

Organization Website: moulton-udell.k12.ia.us/

Address: 803 East 8th Street
Moulton Iowa 52572
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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Kim Roby
Title Curriculum Director
Organization Moulton-Udell Community School

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

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City/State/Zip* Moulton Iowa 52572
City State Zip

Telephone Number 641-891-6743

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
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Name Lisa Swarts
Title Business Manager
Organization Moulton-Udell CSD
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County(ies) Participating, Involved, or Affected by this Proposal	Appanoose County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	40
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	80
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **Yes**

If YES, present the rationale for determining no impact.

The grant is not expected to have a disproportionate and unique impact on minority persons due to the fact that Moulton-Udell has few minority students and ALL students will receive the same improved instruction.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. **Yes**

Name of Person Submitting Certification. **Kim Roby**

Recipient Information

District	Moulton-Udell Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	04-4518
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Brian VanderSluis
Telephone Number	641-944-5245
E-mail Address	superintendent@twincedarcsd.org
Street Address	305 East 8th Street
City	Moulton
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52572

TLC Application Contact

Honorific	
Name of TLC Contact	Kim Roby
Telephone Number	641-891-6743
E-mail Address	kroby@twincedarcsd.org
Street Address	305 East 8th Street
City	Moulton
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52572

Demographic Profile

October 2014 Certified Enrollment	212
October 2014 Free/ Reduced Lunch %	50
AEA Number	15

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

Narrative

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

Moulton-Udell Community School District is a unique family of approximately 220 PreK-12th graders and their teachers, associates, administrators, custodians, bus drivers, and cooks. We are a family nestled in the northeast corner of Appanoose County in the city of Moulton. At Moulton-Udell CSD, we take great pride in showcasing our school and our students' achievements. Seventy percent of our students pursue post-secondary education, our drop-out rate is nearly non-existent, our class sizes are small, and our extra-curricular activities are thriving. Moulton-Udell CSD is excited about the opportunities promised by the TLC grant. As a family, we want to see our "children" learn and grow and be successful. Our mission statement is to develop students into responsible, self-respecting, productive adult community members. We believe all students are capable of learning and all staff can contribute to this end. Our goals for our students are: All students will achieve at high levels in Reading Comprehension, Mathematics, Science, 21st Century Skills and Social Studies and be prepared for success beyond high school. Our students will also feel safe and connected at school. The state goals we will be working toward in our Teacher Leadership program will directly enhance our school's mission, vision, and student goals. As we are more able to attract promising new teachers and retain effective teachers, we will be able to promote our student goals of achieving at high levels in all academic areas. As we promote collaboration among teachers and reward professional growth and effective teaching, student achievement will follow. We will assess if the above statements ring true as we collect the data while our program moves forward.

We came together last year with stakeholders from the staff and parents and community to write our grant proposal and developed our system of Model Teachers, Instructional Coaches, MTSS Instructional Coaches, and Lead/Mentor Teachers, which is the Comparable Plan, Model 3.

The components in our plan will work together to establish more rigorous and relevant training as well as communication and support within our staff. Being a small district, we already communicate well, but want to build on our strengths through planned activities and training to help each other to help our students.

Continuing with connecting, we have participated in many research based professional development trainings and the TLC grant will help us to further our learning by having assistance in the classroom from teacher leaders to implement the skills and ideas presented. The Instructional Coaches will support and assist teachers in the classroom and the Model teachers will be examples of how it can be done effectively.

The Mentors will support new teachers with entry into our district as well as in the teaching field. Our plan will give time and resources to new teachers so they can be effective more quickly and have confidence and satisfaction in this important career.

The Curriculum Director, administration and TLC committee will be responsible for the hiring of the Teacher Leaders and the monitoring of the expectations. We use standardized testing throughout the school year and the Teacher Leaders will be key in gathering the data for evaluation of student's progress as we implement the TLC model. Moulton-Udell CSD is excited to move forward with the Teacher Leadership program. We are anticipating the rewards of professionalism, teacher satisfaction and retention as well as higher student achievement in our district.

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

Narrative

Using Part 1 application narrative from previous application? **No**

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

Please include the following information in your narrative:

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

Creating the Plan

After receiving the planning grant for the Leadership and Compensation System, the Moulton-Udell Community School District put together a planning committee of an administrator, a curriculum director, two elementary teachers, three junior/senior high school teachers. Three parents from the parent/teacher organization were also consulted. The committee met 1 hour on six different days and spent several hours outside of group meetings reviewing other district TLC plans.. The teachers were paid with the planning grant for these meetings and research hours..

Substitutes teachers were hired when teachers met Anne Morgan from Great Prairie AEA. Registration fees and travel expenses were also paid with the planning grant.

Planning for TLC Grant Expenses:

Payment made to 5 adults, 12 hours each of planning: \$1,500

Payment made to teacher for multiple hours of grant writing: \$1,950

Payment made to the parents in the Parent/Teacher Organization for consultation: \$60

Class registration fees: \$150

Travel (hotel and mileage): \$250

Substitute teacher fees: \$500

Stakeholders Involved and the Development of the Plan

1. In the fall of 2014 the curriculum director attended a two-day class in Iowa City about instructional coaching. This two day instructional coaching institute for teacher leaders and their administrators provided a definition of what instructional coaches do, distinguished between effective and ineffective coaching practices, and provided an overview of the current state of research on coaching. Specifically, the institute addressed the following: What is instructional coaching and how does it differ from other forms of coaching? What can a coach do to foster commitment in others? What is the theoretical foundation of instructional coaching? What are the various activities instructional coaches do (enrolling teachers, pre-conferencing, observing classes, modeling in and outside the classroom, and debriefing), and what are the effective ways in which they should be conducted? What does research say about effective coaching practices? How can coaches build coherence and disseminate ideas across schools? It gave the curriculum director an opportunity to network with a multitude of schools currently using coaches or writing the grant to get the TLC. These included large and small schools. The curriculum director came away with many contacts: Amy Moine, Ann Hoffman, Katie Gavin, and Sue Baker. Ann Hoffman was the instructor and provided her email to correspond.
2. Also, in the winter, staff members met with Anne Morgan from Great Prairie to make sure that they had a good understanding of the requirements of the grant. For example, they learned that 25% of the staff needs to have a leadership role, the dollar amount available to TC for the grant, selection process, and contract issues.
3. Next, the curriculum director talked to the staff at Moulton-Udell to explain and answer any questions about the Teacher Leadership Grant. Also, during this meeting the curriculum director asked for the staff's input on what each position should be paid and the time commitment required for each position.
4. In addition, Ann Morgan from Great Prairie talked to the Moulton-Udell staff about the specifics of the Leadership Grant.
5. The curriculum director and administrator attended two other area education meetings to ensure a good understanding of the particulars of the grant.
6. A survey was sent out to gather more information from our stakeholders.
7. Lastly, a staff survey was sent out to assess the needs of the staff.
8. Administrative team, school principal, superintendent, and curriculum director, discussed the benefits of the teacher leadership grant.
9. In the Fall of 2015 a new administrator came on board at Moulton, upon reviewing the Teacher Leadership Plan with the new leader it was discovered that he had some concerns. Originally the plan called for a teacher to be 50% Coach and 50% classroom teacher. After several discussions among stakeholders, the plan was revised to keep coaches in the classroom 90-95% of the time with substitutes covering the coach when he/she was out of the classroom. Staffing small schools with quality teachers is difficult. This revision will allow of to keep great teachers in the classroom and also utilized the teacher in a coaching role.

Description of Support and Commitment From Stakeholders

Over fifty percent of the Moulton-Udell staff has indicated interest in one or more of the Teacher Leadership roles presented in the grant.

Four additional staff members asked to receive mentor training in 2015, an indication that several teachers are interested in future mentoring roles.

A school board member expressed excitement in the Teacher Leadership plan: "I believe that Moulton-Udell has a solid, dedicated staff. This grant will only strengthen our teachers' skills, adding additional resources to an already strong arsenal. I can't wait to see what other benefits result from this initiative."

Brian VanderSluis, superintendent of Moulton-Udell, stated: "I believe this TLC grant and program can have a positive impact on student learning. I believe it empowers teachers to grow professionally through collaborating to change instruction in a positive way for students. We are 'mining' our own staff to make a better learning climate for all stakeholders."

Narrative

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

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

State Goals:

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

**Connecting state and local vision and goals
Moulton-Udell's Mission and Goals**

In meshing our district's mission and goals with this teacher leadership plan, we started with our mission statement and goals:

"Our mission is to develop students into responsible, self-respecting, productive adult community members. We believe all students are capable of learning and all staff can contribute to this end."

District Goals:

Goal 1: All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school.

Goal 2: All K-12 students will achieve at high levels in mathematics and be prepared for success beyond high school.

Goal 3: All K-12 students will achieve at high levels in science and be prepared for success beyond high school.

Goal 4: All K-12 students will achieve at use 21st century skills to perform at high levels in reading, math and science, preparing for success beyond high school.

Goal 5: All students will feel safe and connected at school.

Goal 6: All K-12 students will achieve at high levels in social studies and be prepared for success beyond high school.

Local Goals

The TLC plan will help us further grow in our already established mission and goals listed above. Moulton-Udell would like student proficiency on state and local assessment to continue to improve, would like to provide and sustain professional development initiatives, and would like to retain quality teachers. Roles created by the grant are intended to impact teacher effectiveness, teacher retention, and ultimately student achievement.

State/Local Goals Intertwined

Improve Student Achievement/Effective Teaching

The Teacher Leadership Grant will promote the above mission and goals through providing targeted teacher leadership roles that will increase teacher productivity and student achievement. We believe that effective teaching directly impacts student achievement.

Currently, Moulton-Udell Elementary is a School in Need of Assistance in reading and math and FAST scores at the building level are not at the state-wide level of 80% proficient. Our Teacher Leadership Plan has designated coaching and modeling roles to increase teacher effectiveness. Teachers will be observed and provided feedback *and* be able to observe exemplary teachers to improve instructional practices, therefore, increasing student achievement. Many mentoring roles have also been established by the Teacher Leadership Grant. Mentors will support and coach new teachers as the new teacher accilmates to expectations and demands of teaching. Again the mentor support will ultimately affect student achievement as effective teachers will assist the new teacher.

Promote Collaboration Among Teachers

The Teacher Leadership Grant at Moulton-Udell provides for Instructional Coaches, MTSS Instructional Coaches, and Models. A Instructional Coach would be able to collaborate with teachers on formative/summative data and than find research based strategies that would help M-U students be successful in reading, math, science, and social studies.

Instructional Coaches will have received training on professional development iniatives prior to the Moulton-Udell staff. The Coaches will have opportunities to apply and experiment with the stratgies and be ready to assist and collaborate with the classroom teachers. The Teacher Leadership Program would help to ensure that these strategies are continuing to be used in the classrooms as Instructional Coaches observe, collaborative and provide feedback to teachers. Another positive reason in receiving the Teacher Leadership Grant would be that we would be able to use Model Teachers regularly. Model teachers would be positive examples on how to teach certain strategies in the classroom, how to differentiate to meet student's needs, as well as, demonstrating a stable classroom management style. This would be very beneficial for teachers that would like to strengthen these skills.

Attract New Teachers/Reward Professional Growth and Effective Teaching

The Teacher Leadership Grant will help Moulton-Udell draw new teachers to the district as salaries for first year teachers will be raised to \$33,500. This is particularly important for small, rural districts like Moulton-Udell when competing against larger districts when attempting to attract teachers in shortage areas.

Our district is fortunate in that many of our teachers have several years of experience. This grant will allow us to

place experienced exemplary teachers in leadership roles thereby benefiting Moulton-Udell in two ways: 1.) rewarding the exemplary teacher with an additional stipend and 2.) ultimately impacting student achievement as the exemplary teacher coaches/models for less experienced teachers.

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

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

Connecting to our work

Our district has many significant initiatives that would greatly benefit from additional support provided by teacher leaders serving as Instructional Coaches, MTSS Instructional Coaches, Model Teachers, and Lead/Mentor Teachers.

Exemplary teachers in leadership roles collaborating with their colleagues will strengthen the district's key initiatives by providing supports for teachers before, during and after implementation.

The roles proposed by the planning committee are:

The Instructional Coaches and MTSS Instructional Coaches who will be assisting teachers to use the PD and initiatives in the classroom. Help will be provided with lesson plans and teaching methods. The ICs will create action plans and attend trainings that connect the work to the classroom and then assist, model, and train to ensure the implementation.

The Model Teachers will be the first to try out the new methods and incorporate them into their plans and lessons, demonstrating the effectiveness (or not) in the classroom. They can be our “guinea pigs” in helping to determine whether or not a particular strategy works in our district or with which age groups or curricula.

The Mentors will be assisting closely new teachers, helping them with PD and strategies and methods. The Mentors will be there to ensure that new teachers are not overwhelmed but have the effective methods at their disposal in order to become quickly successful in the classroom.

The Moulton-Udell Community School District uses many research based strategies to promote student achievement. Some of these strategies include; PBIS, Gradual Release Model, Iowa Core, ELI, Differentiated Instruction, MTSS and PLCs. The teacher leadership positions would support these strategies and increase implementation of effective practices.

Because there are multiple initiatives, additional supports are necessary to ensure proper focus and resources are allocated to each initiative. New teacher leadership roles will provide additional time, resources and focus necessary to make progress in these areas.

As one can see, our goals are set high and our educators are being trained in effective strategies and programs that are researched-based. The challenge for all of us is the time and coaching needed to assist teachers to implement the program well. While our administrators and teacher leaders from committees strive diligently to provide whatever assistance and resources teachers need, a highly effective system requires even more time and support from highly qualified and skilled colleagues.

Using Part 4 application narrative from previous submission? **No**

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

Part 4

Entry into the Profession

Moulton-Udell Community School District recognizes that it is imperative to attract and retain quality teachers for the welfare of the students. Presently, Moulton-Udell hires 2-4 new teachers each year as staff resigns or relocates.

The current new teacher program is:

New teachers have a mentor and they attend the 1st and 2nd year classes conducted by the Great Prairie AEA. This program does not address the situations particular to the M-U district and does not provide for much time with the mentors. Mentors and mentees find time outside of the contracted day to meet and discuss teaching and learning.

The gaps in our program are:

Time, resources, collaboration opportunities, informational gaps for content area, and some inadequate mentor/mentee partnerships.

With the TLC grant, Moulton-Udell will address the gaps by:

1. Selecting qualified mentors through a more rigorous method of posting the position, matching the mentor within the building and teaching area (if possible). The mentor will have been at least 2 years in the district and 1 year in the building.
2. Mentors and instructional coaches will be given release time from their classrooms to observe the mentee's classroom and provide feedback. Mentees will be given release time to visit mentor and model teacher classrooms. These observations will occur at least three times per year. Substitutes for these observations will be paid for with TLC monies.
2. Mentors will attend the first day of teacher inservice with the mentee (a day already in our schedule for new hires only).
4. Resources may include attending conferences and trainings (with mentor if applicable), sharing district information and guidelines, helping with Planbook and JMC, etc.
5. The district will develop a log with timelines of important information and dates for mentor and mentee to be completed. These could include emergency procedures, parent contact information, lesson plan development, calendar, grading requirements, and building-specific instructions.
6. The mentor will be available to help the new teacher at crucial times, such as midterms, semester tests, concerts, Iowa Assessment testing, Fall Jamboree, special assemblies and any other extra-ordinary events that the district provides/hosts for the students. This way the new teachers can learn about and feel comfortable in our district culture with support.
7. All teachers will be compensated at \$33,500 and above per Grant Assurances and we are confident that this help us to both attract and retain high quality new teachers.

Guidelines for the timeline during the first and second year are as follows:

August-Mentor and mentee attend the first day of new teacher training together. Time will be given that day for one on one collaboration as well as the meetings with supervisors.

August and September-Mentor will arrange the times for peer observations with mentee so administrators can arrange for substitute teachers within the school day thus not taking either person's regularly scheduled planning period.

September through May- Mentors and Mentees will meet at the arranged times and discuss issues for our district and the teaching field.

Discussions should include but not be limited to:

Planning

Professional Development

Grading and Grade Book

Midterm and Quarter Grades process

Parent-Teacher Conferences

Parent-Teacher Communication

Recess/lunchroom duties and responsibilities (elementary)

School day schedule (we have several)

Subject matter expertise and timing

Discipline and classroom control

Detention protocol (high school)

Identifying and reporting at-risk students

After school academic programming

Assessment routines (elementary)

Payday and Purchase ordering and other monetary issues.

Working as a ticket taker for games (if possible, work one together)

Lunch

Responsibilities concerning assemblies

Field trip procedures

Concerns and questions from the new teacher

Keep a log of times and discussions to turn into supervisor (for a resource for the subsequent years).

Moulton-Udell is eagerly anticipating using this grant program to help attract, hire and retain teachers by supporting and guiding our mentees who are new to thea district.

Narrative

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

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

Please include the following information in your narrative:

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

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

**Part 5 – Teacher Leader Roles
Moulton-Udell**

6 Model Teachers (3 days/contract extension) \$2,500

(2-PK-2 models, 2-3rd-6th models, 2-7th-12th models)

Role Summary: Model Teachers contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction. Model teachers are in the classroom, providing instruction 100% of the school day.

Responsibilities:

1. Always ready for others to come observe.
2. 3 training days beyond standard contract.
3. Maintain exemplary level of teaching practice.
4. Maintain log of observations.
5. Stay current on research-supported practice.
6. Collaborate with school leaders and colleagues to address instructional issues.

Requirements:

1. Career teacher (three years of teaching experience with one year of experience in the district)
2. Strong communication skills
3. Willing to share resources and expertise
4. Demonstrated competencies, creative problem-solver, team player

4 Instructional Coaches (3 days/contract extension) \$3,500

(1-PK-2 coach, 1-3rd-6th coach, 2- 7th-12th coach)

Role Summary: Instructional Coaches will enhance professional growth in the district through their support of teachers in the classroom and in professional development settings. They will encourage communication between the classroom teachers and district leaders to ensure decisions are informed by open communication. Instructional coaches are in the classroom, providing instruction 90-95% of the school year.

Responsibilities:

1. Observe and assist colleagues in advancing their instructional skills by providing resources and feedback.
2. Support integration of technology and professional development initiatives.
3. Collaborate with district leaders and colleagues to address instructional issues.
4. Create an action plan for improvement with the teacher.
5. Facilitate reflective dialogue with the teacher to consolidate new understandings, identify anticipated changes in teaching practices and student behaviors, and identify possible next steps.
6. 3 training days beyond standard contract.
7. Maintain log of activities.
8. Stay current on research-supported practice.

Requirements:

1. Career teacher (three years of teaching experience with one year of experience in the district)
2. Strong communication skills
3. Willing to share resources and expertise
4. Demonstrated competencies, creative problem-solver, team player

2 MTSS Instructional Coach (2 days/contract extension) \$1,245

(1-PK-6th Coach, 1-7th-12th Coach)

Role Summary: In consultation with the administrator, the MTSS Coach serves as support and coach at the school and classroom levels in the implementation, monitoring, and improvement of MTSS, literacy, mathematics, and behavior. MTSS instructional coaches are in the classroom, providing instruction 90-95% of the school year.

Responsibilities:

1. Coach MTSS strategies and interventions.

2. Attend Student Assistance Team (SAT meetings).
3. Present MTSS strategies to staff at one Moulton-Udell professional development day.
4. Attend professional development on MTSS strategies and interventions.
5. Monitor school-wide/building-wide assessment data.

Requirements:

- 1 Career teacher (three years of teaching experience with one year of experience in the district)
- 2 Strong communication skills
- 3 Willing to share resources and expertise
- 4 Demonstrated competencies, creative problem-solver, team player

5 Mentors \$600 (in addition to the \$1,000 current State supported Mentor program)

(3-PK-6th Mentors, 2-7th-12th Mentors)

Role Summary:

Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers. They encourage communication between new teachers, the teacher leadership system, and administration. Mentors are in the classroom, providing instruction 95% of the school year.

Responsibilities:

1. Demonstrate effective classroom instruction.
2. Facilitate learning conversations.
3. Assist initial teachers with planning.
4. Provide constructive feedback to new teachers.
5. Facilitate mentee's reflection on the feedback they receive.
6. Support the mentee in making data-based decision and planning for differentiation.
7. Be current on research-supported best practices.
8. Collaborate with school leaders and colleagues to address instructional issues.
9. Work individually with new teachers as they navigate their first two years.

Requirements:

1. Career teacher (three years of teaching experience with one year of experience in the district)
2. Strong communication skills
3. Willing to share resources and expertise
4. Demonstrate competencies, creative problem-solver, team player
5. Mentor Training via Great Prairie AEA (paid by district)

1 Lead Mentor \$500

Role Summary: The Lead Mentor will supervise and coordinate mentor and new teacher interactions and ensure the district is compliant with Department of Education regulations. The Lead Mentor is in the classroom, providing instruction 100% of the school year.

Responsibilities:

1. Coordinate meetings for mentor training.
2. Collect/coordinate documentation of mentor training meetings and mentors/new teacher meetings.
3. Help facilitate the process between mentors and new teachers.
4. Keep administration posted on the progress of mentors.

Requirements:

1. Career teacher (three years of teaching experience with one year of experience in the district)
2. Strong communication skills
3. Willing to share resources and expertise
4. Demonstrated competencies, creative problem-solver, team player
5. Mentor training via Great Prairie AEA (paid by district)

Our M-U Teacher Leadership Team (administration, curriculum director, instructional coaches, model teachers and mentors) will collaboratively create a school improvement agenda that will strengthen instruction and improve student achievement based on the Iowa Professional Development Model. Throughout the year, the M-U Teacher Leadership Team will meet to revise, as needed, the improvement plan and discuss the impact the instructional plan has had on established building and district goals. These meetings will also include data analysis (student achievement data and teacher implementation data) and reflect on strengths/weakness and needs of students and staff.

Currently the administration and curriculum director, along with Great Prairie AEA, provide professional development for the district. New instructional coaches may be responsible for portions of the implementation of professional development, particularly professional development content learned during contract extension days. Following professional development opportunities, model teachers will utilize and demonstrate new learnings for teachers; while the instructional coaches will observe how effectively the professional development is being implemented in classrooms. Mentors will touch base with mentees about the new professional learning and observe or model the new strategies. Instructional coaches and mentors will provide feedback on observations to teachers. Based on this information, the curriculum director and team will determine what, if any, professional development adjustments need to be made.

The M-U Teacher Leadership Team, in conjunction with administration, will engage in a full program evaluation after the conclusion of each year. This evaluation will review the past year's implementation of professional development, current year student achievement data, trends and progress in data, and current context of the district. This will be a continuous process to help make decisions about future trainings. The M-U Teacher Leadership Team will work closely with administration to determine the need for support, adjustments in learning opportunities, and additional professional development.

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

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

**Part 6 – Rigorous Selection Process
Moulton-Udell**

In order for the Moulton-Udell Community School District's teacher leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders – even if they do not currently possess them. For this reason, our selection process will examine each candidate from multiple perspectives.

The positions will be posted with information about the minimum requirements – including at least three years of teaching experience with one year of experience in the district. Information will also be included about the duties and responsibilities, extra work days, salary supplements, and the requirement to complete an annual review of the assignment. A selection committee, composed of an equal number of teachers and administrators, will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

Selection of Teacher Leaders:

Our selection process begins with teacher applications for a TLC teacher leadership position. The application will ask for the following information:

1. Deep understanding of the Iowa/Common Core Curriculum Standards
2. Deep understanding of evidence based instructional strategies
3. Experience in previous teacher leadership positions
4. Participation and implementation from Professional Development
 5. Recognized as skilled in the use of instructional technology
 6. Continuing Education/Advanced degree

Measure of Effectiveness: how effectiveness of the candidates will be determined

- A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measured as:
• 1 = not meeting the criteria 2 = meets the criteria 3 = going beyond the criteria

1. Deep Understanding of the Iowa/Common Core Curriculum Standards: Applicants will provide artifacts or examples to the selection committee showing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants must show how they would assist others to successfully implement the standards during instruction.

2. Deep Understanding of Evidence Based Instructional Strategies: Applicants are recognized as skilled in evidence based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

3. Experience in Previous Teacher Leadership positions: Those who have served as mentor teachers and/or building leadership team members will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

4. Participation and Implementation from Professional Development: A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

5. Recognized as Skilled in the Use of Instructional Technology: Applicants will provide evidence of technology use in the classroom. A greater emphasis in the selection process will be put towards teachers who use technology to advance learning. Applicants must show how they would assist others to successfully implement technology in the classroom.

6. *Continuing Education/Advanced Degrees*: Emphasis will be placed on advanced degrees that focus on effective instructional methods and strategies. Continuing Education/Advanced degrees in curriculum and instruction, educational assessment and measurement, and technology for teaching and learning will be taken into consideration.

Narrative

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

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

Part 7
Moulton-Udell

One of the guiding principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Our teacher leadership system design considers this principle significant and has made teacher leaders the foundation of our professional development system.

Teacher leaders in our district will include Instructional Coaches, MTSS Coaches, Model Teachers and Lead and Mentor Teachers. The teacher leaders, with guidance from administrators and the Teacher Quality Team, will be primarily responsible for planning, implementing, monitoring and sustaining professional development. Although not all teacher leaders will be responsible for the direct delivery of professional development, their input and expertise will be sought and utilized. Moulton-Udell uses the IPDM Cycle of Professional Development when planning for professional development and as a guide for our work with teachers.

Teacher leaders will collect and analyze data on the current state of instructional practices in the district through teacher and student surveys, the Instructional Practices Inventory, feedback from teachers and administrators, and student achievement data (Iowa Assessments, ACT Aspire, FAST, Math DIBELS, Individual Education Plans, Career Readiness Assessment.) This data will then be used to set explicit goals for professional development. Based on both data and goals, content for professional development will be selected while adhering to the requirements of the district's goals for professional learning. These are:

1. Maintains the focus of professional learning on student learning.
2. Is planned, implemented, and evaluated collaboratively.
3. Is embedded, ongoing, and sustainable at the district and site levels, and differentiated where appropriate.
4. Utilizes best available research and data.

Instructional Coaches and MTSS Coaches will support all district professional learning goals with a particular emphasis in sustaining past and current initiatives that are research based and have proven successful at Moulton-Udell. Our Coaches will serve as strategy and content area experts. When requested, they will observe classrooms, demonstrate strategies, problem-solve, co-plan and co-teach to support teacher effectiveness and student achievement. They will be a reliable teacher resource for individuals and small groups. Additionally, they will be in the classroom 90-95% of the time so their classrooms will serve as open observation sites and in-district laboratories for implementing research-based practices and strategies..

Model Teachers will support all district professional learning goals, particularly emphasizing utilization of best available research and data. Model Teachers will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

Mentor Teachers will support all district professional learning goals. Mentor teachers will contribute to the growth of the district through their mentoring and support of initial teachers. Much like the instructional coach's responsibilities for the district staff, mentor teachers will observe, demonstrate, co-plan, co-teach, problem-solve and be a resource for the initial teacher.

All professional development opportunities will be evaluated to measure their effectiveness. This will take the form of monthly and quarterly data checks and reflections, as well as, observations and direct feedback from staff about professional development and student achievement. Staff will also summatively review student achievement data and write goals for improving achievement in a designated professional learning day. Teacher Leaders, with administration and the Teacher Quality Team,, will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will be synthesized thus allowing us to make both mid- and end-course adjustments to our professional development delivery.

Another vital and most relevant role for our teacher leaders is related to the IPDM's operating principle of simultaneity. In the past, it has been a challenge for the district to maintain previous initiatives while implementing new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo. The teacher leadership system will provide a platform for evaluating both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and

strengthened over time.

Using our Curriculum Director, Instructional Coaches, Model and Mentor Teachers will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

Using Part 8 application narrative from previous submission? **No**

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

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

**Part 8a
Moulton-Udell**

Moulton-Udell will ensure the effectiveness of the TLC plan by utilizing the following short-term and long-term measures as they apply to both district goals and the goals of the Iowa TLC system.

Goal	Short-Term Measure	Long-Term Measure
Improved Student Achievement in Reading, Math, Science and Social Studies while practicing/utilizing 21st Century Skills	Annual Iowa Assessment Data Fall to Spring MAP Growth Data Fall to Spring FAST Data Fall to Spring CBM Data	Comparison of Iowa Assessment Data over a period of three years College Entrance Exam Data
Retain effective teachers	Ensure all staff is at minimum salary Evaluate teacher exit surveys	Annually survey mentor/mentee teachers Teacher Evaluations based on Iowa Teaching Standards/Criteria
Reward professional growth and effective teaching, including 6 or more selected to serve in leadership role, using criteria established by stakeholders	Verify at least 25% of district teachers have a leadership role	Annually review number of teachers in leadership role Annually review criteria used to select leadership roles Teacher Evaluations based on Iowa Teaching Standards/Criteria

Promote collaboration among teachers	Continue PLC groups employed regularly during professional development Evaluate quarterly teacher leader collaboration logs	Evaluate collaboration and PLC survey/reflections annually
Decrease open enrollment to other districts	Evaluate student exit surveys	Annually monitor enrollment data
Strengthen elementary literacy MTSS program	Monthly data checks and reviews	Evaluate teacher survey/ reflections annually
Provide support at the secondary level with reading across content areas	Monitor monthly PLC Reflections	Evaluate teacher survey/ reflections annually
Improve district technology use in the classroom	Identify technology needs bi-annually	Evaluate teacher survey/ reflections annually

Part 8b

The teacher leadership team will meet quarterly to organize and evaluate data that is collected formally through assessments, surveys and reflections, as well as through observation and informal feedback.

All teachers, including those in leadership roles, will be asked to complete a survey/reflection at the end of each school year in regards to collaboration, effectiveness of teacher leaders, technology, and literacy support. These will be evaluated by the teacher leadership team accompanied by ongoing communication with administration.

Also completed annually will be a review of district TLC goals that will be adjusted according to what needs are revealed by the data. All decisions will be data-informed, with the ultimate goal of increased student achievement.

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

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

Part 9: Capacity to Implement

The Moulton-Udell Community School district is fully capable and well positioned to implement the Teacher Leadership and Compensation Plan and in doing so, provide teacher leadership opportunities. We envision the Teacher Leadership and Compensation Plan as a way to enhance our current district initiatives. Our district administrators, school board members, and faculty are all excited to see how we will progress toward our goal of becoming a top-notch 21st Century school district.

Capacity:

- 63% of our teachers are career teachers
- Several teachers in our district graduated from our school or their children attend/have attended and graduated from this district.
- Through a school wide survey we learned that over 50% of our staff has expressed a desire to become a teacher leader.
- Our district professional development is research-based to improve student achievement, and enhance teacher instruction.
- Our reading and math curriculums are researched-based and Common Core aligned.
- We currently have a two year mentoring and induction program through the AEA.
- Teachers are provided an opportunity to observe other classrooms.
- We have teacher committees that are involved in shared decision making and planning (TQ, PBIS, MTSS, At Risk, SINA)

In addition to the above criteria, Moulton-Udell has demonstrated capacity in sustaining professional development initiatives. Moulton-Udell successfully implemented PBIS at our elementary building six years ago and four years ago implemented PBIS at the high school. Students in Kindergarten through 12th grade now receive additional support because our staff is dedicated to the PBIS principles.

TC Teacher Leadership Team Plan:

In a small school, all staff members are stretched tight with many responsibilities. Therefore, we eagerly look forward to the new Teacher Leadership positions and the additional capacity/sustainability the roles will provide to our school community. Our Teacher Leadership planning team spent many hours investigating the needs of our district, attending classes, and exploring other districts TLC plans to identify Teacher Leadership roles that would be valued and valuable for Moulton-Udell now and in the future. These are the roles Moulton-Udell will offer:

6 Model Teachers (3 days) \$2,500 (Full time teachers)

4 Instructional Coaches (3 days) \$3,500 (90-95% Classroom Teacher)

5 Mentors \$600

1 Lead Mentor \$500

2 MTSS Coaches (2 days) \$1,245 (90-95% Classroom Teacher)

Our M-U Teacher Leadership Team, consisting of the above positions, will meet prior to school beginning in the Fall to create a coherent instructional improvement plan that will strengthen instruction and improve student achievement. During the school year, the team will meet monthly to evaluate professional development and progress on building/district goals, review student achievement data, discuss staff implementation of new professional development learnings, and determine need for additional staff support. It is also notable that each member of the district teacher leadership team will have an allotted number of extended contract days to build knowledge and strengthen their own skills and will also be encouraged to attend professional development classes/conferences throughout the school year.

The current Curriculum Director and the new Instructional Coaches will be responsible for the implementation of professional development for staff. Members of the M-U Teacher Leadership Team will be responsible for portions of the implementation of professional development. Following professional development the M-U Teacher Leadership Team will evaluate how the professional development is being implemented in classrooms. Based on this evaluation, the Curriculum Director and Instructional Coaches will determine what adjustments need to be made and make recommendations to the M-U Teacher Leadership Team.

The M-U Teacher Leadership Team will use the Iowa Professional Development Model to provide a structure for

professional development that is focused and collaborative. The Curriculum Director and MTSS Instructional Coaches will lead us through analyzing our data so our M-U Teacher Leadership Team can collectively view strengths and weaknesses in our student achievement. The Curriculum Director and the M-U Teacher Leadership Team will collaborate with administration to create a schedule for professional development that will allow enough time for learning, follow up learning opportunities, various delivery models, and multiple opportunities for practice. The Instructional Coaches will be the lead in their buildings to implement the processes and support outlined and explained by the Models and Mentors. The M-U Teacher Leadership Team, in conjunction with administration, will engage in a full program evaluation after the conclusion of each year. This evaluation will review the past year’s implementation of professional development, current year student achievement data, trends and progress in data, and current context of the district. This will be a continuous process to help make decisions about future trainings. By collaborating together, the M-U Teacher Leadership Team will provide personalized support that is based on the goals and identified needs of individual teachers.

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.

<u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.	Yes
<u>Selection Committee</u> 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
<u>Teacher Leader Percentage</u> 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
<u>Teacher Compensation</u> 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
<u>Applicability</u> the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.	Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$19,583.16
Amount designated to fund the salary supplements for teachers in leadership roles.	\$34,990.00

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).	\$5,715.00
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. <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>	\$6,000.00
Totals	\$66,288.16

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

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

Certified Enrollment Number	212.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$66,288.16
Total Allocation	\$66,288.16

Other Budgeted Uses - Description

Item description	Amount budgeted
Teacher Compensation for Consulting with Coach Outside of Contracted Day	\$6,000.00
	\$6,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$66,288.16
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

Moulton-Udell has four Teacher Leadership Goals:

Goal: Attract able and promising new teachers by offering competitive starting salaries and an effective mentoring and induction program.

We have allotted \$19,583.16 to raising the minimum salary to \$33,500. There are eight teachers currently below this level, and it will cost approximately \$2,500/teacher to raise their salary. This increase will be another incentive for new teachers to join our district. We have also allotted \$3,500 to provide for compensation and additional contract days for two Mentor Teachers to develop and implement an effective mentoring and induction program.

Goal: Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.

\$34,990 covers compensation and additional contract days for 12 teacher leadership roles in the district. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

Goal: Ensure that all students leave high school prepared for postsecondary success in college or a career through improved instruction and increased student learning.

We believe that effective instruction is essential to ensure that our students are college and career ready. In order to allow the Instructional Coaches the time necessary to fulfill their job responsibilities and provide optimum staff access to these leaders, the district will need to hire substitute teachers.

We estimate \$5,715.00 to pay for the substitutes covering Instructional Coaches classrooms.

Goal: Promote collaboration by developing and supporting opportunities for all teachers to learn from each other through effective professional development practices in the area of literacy instruction.

The remaining \$6,000 is reserved to cover costs associated with training teachers for the leadership roles and to compensate classroom teachers for collaborating with coaches outside of the contracted day. Training costs could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, such as a cognitive coaching class for Instructional Coaches, or paying for substitutes. We understand that the budgeted amount for professional development will not meet the needs of this program. It is our intent to utilize additional professional development funds including Teacher Quality funds and additional district funding to provide appropriate and effective professional development. In addition, some of the \$6,000 will be used to compensate staff if collaboration with an Instructional Coach occurs outside of the normally contracted day. This is to add flexibility to the already very busy day- allowing teachers to choose collaborate outside of the day if they prefer. Collaboration outside of the school day does ease the anxiety of finding someone to cover classrooms and honors valuable time. Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by raising the minimum salary, providing supports and professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will increase.

ROLES

We based the number of positions on the needs that we have in our district for our current teaching staff of 19 teachers. It is planned that we will have 25% of our staff in leadership positions. We intentionally planned for several Model Teachers than Mentor Teachers because we know that in a typical year we will have approximately 2-3 new teachers and nearly 16 veteran teachers. While we believe that our new teachers need a strong mentoring and induction program, we also know that our veteran teachers require many opportunities for observation, coaching, modeling and support. We also believe that given the potential of our Teacher Leadership and Compensation Plan, the retention of our teachers will increase, thus decreasing the need for additional Mentor Teachers.

We feel confident that the 12 leadership positions will provide us a strong unified team of teacher leaders to provide increased learning opportunities for staff.