



Menu |
 Help |
 Log Out

 Back |
 Print |
 Add |
 Delete |
 Edit |
 Save

Application

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[Print to PDF](#) |
 [Negotiation](#) |
 [Annotations\(0\)](#) |
 [Versions](#) |
 [Feedback](#) |
 [Withdraw](#)

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

92742 - Teacher Leaders: Success in Action
Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-23 10:20:44
Signature:	Stephen T. McAllister	Submitted By:	Allison Brook Lair

Applicant Information

Project Officer
 AnA User Id ALLISON.LAIR@IOWAID
 First Name* Allison Brook Lair
First Name Middle Name Last Name
 Title:
 Email:* allison.lair@nlcsd.org
 Address:* 20686 180th St.

Organization Information
 Organization Name:* New London CSD
 Organization Type:* K-12 Education
 Tax ID:
 DUNS:
 Organization Website:
 Address:

City*	New London Iowa 52645		
	<small>City State/Province Postal Code/Zip</small>		
Phone:*	319-217-6169		Iowa
	<small>Phone Ext.</small>		<small>City State/Province Postal Code/Zip</small>
Program Area of Interest*	Teacher Leadership and Compensation System	Phone:	319-367-0500
			<small>Ext.</small>
Fax:		Fax:	
Agency	Administrative Services, Iowa Department of	Benefactor Vendor Number	

Recipient Information

District*	New London Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	44-4689 <small>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.</small>
Honorific	Mr.
Name of Superintendent*	Stephen McAllister
Telephone Number*	319-367-0512
E-mail Address*	steve.mcallister@nlcsd.org
Street Address*	106 W. Wilson Dr.
City*	New London
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	52645

TLC Application Contact

Honorific	Mrs.
Name of TLC Contact*	Allison Lair
Telephone Number*	319-367-0500
E-mail Address*	allison.lair@nlcsd.org
Street Address*	101 Jack Wilson Dr.
City*	New London
State*	Iowa Use the drop-down menu to select the state.
Zip Code*	52645

Narrative

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

The New London Community School District has focused on developing, enabling, and supporting teachers as we provide quality instruction in every classroom using the Professional Learning Community/data team model (PLC), which closely follows the Iowa Professional Development model. Our teachers, through their focus on the **Iowa Core curriculum, standards based grading, Daily 5, MTSS/RTI (intervention), and the Gradual Release framework** (all of which align to the characteristics of effective instruction), deliver a high quality of education to our students. This grant will strengthen our efforts to improve student achievement by supporting our PLC infrastructure which provides coaching, feedback, momentum, encouragement, and direction through teacher leadership roles. Our work over the past two and a half years with PLCs/data teams has prepared us to implement the TLC grant which we believe will have a significant impact on **teacher leadership, compensation, performance, and, most importantly, student achievement.**

Our vision statement reflects the work that we have been doing in the New London Community School District. Our vision for our teacher leadership program states **"We will ensure that each and every student has access to a world-class curriculum and that there will be equal opportunity for all students. Every teacher in our district will be part of a professional learning community with shared leadership roles where all teachers collaborate, continuously improve, and celebrate success. All stakeholders in our district will be engaged in a culture of learning."**

This vision aligns thoroughly with the goals we have outlined for this plan. Our plan has three main goals which align to the state's goals for TLC.

The first goal of the New London Community School District is to continually improve student achievement for all learners. By using the Iowa Professional Development model to make decisions, our PLCs will serve as data and instructional teams that will focus on individual student's educational needs. We are creating formative and summative assessments, collecting data on individual students, studying and refining instructional practices and strategies, implementing standards-based grading, strengthening our core curriculum, building MTSS, and conducting peer reviews. Our elementary school is focusing on classroom interventions that are based on data collected from classroom assessments, FAST, MAP, Iowa Assessments, Title 1, and reading recovery. Our middle/high school has implemented an intervention program that dedicates a portion of time every day for students to work with individual teachers on a specific learning target which is identified through our standards-based grading program.

Our second goal is to attract, develop, and retain highly trained, dedicated teachers and teacher leaders who will remain in our district and continue to be part of a professional learning community that recognizes and celebrates success. In order to develop highly trained teachers, we will focus on developing collaboration opportunities between teachers and the instructional coaches and model teachers. Our staff will utilize these opportunities to focus on improving their instructional practices in the classroom. The expectation for the teachers will be to reflect upon their teaching strategies and practices and student achievement based on classroom assessments. Through peer review and observations, teachers will work with model teachers and other members of their PLC to engage in professional conversations about instructional practices and student achievement. As a result of having this system in place, we will have teachers who are trained to lead, and all teachers will know that they are valued, recognized, and rewarded for their success.

Our third goal is to support district teacher leaders through continued professional development and compensation. Administration will continue to send teacher leaders to Solution Tree workshops which focus on the PLC process and MTSS training. The curriculum director and building principals will seek out and work with our local GPAEA to provide additional trainings for our instructional coaches, model teachers, and mentors. The administration and curriculum director will continue to provide all staff with professional readings. All teachers will be encouraged to take on more leadership roles, and teachers who take on additional leadership roles and responsibilities will be compensated for their efforts accordingly. This will help us to retain our most highly qualified and dedicated teachers in the New London Community School District.

In order to meet these goals, we will promote teacher leaders to the positions of curriculum director, instructional coaches, PLC leaders, mentors, and model teachers.

We will be using the majority of the TLC funds to pay our teacher leaders. It is important to note that nearly 25% of our teachers have already received Professional Learning Community (PLC)/data team training, and those PLC/data team leaders have trained all other teachers in their own PLCs. Our district has also provided intensive professional development on the initiatives listed above; therefore, we feel confident in saying that all other PD needs can be met by the continuous implementation of the Iowa Professional Development Model in conjunction with Iowa Core and Teacher Quality funds.

We relish the opportunity to become a model school district for Teacher Leadership and Compensation in the State of Iowa. In our district, we have shown growth at every grade level and in every subject area over the past three years. Our high school had the highest proficiency rates in the state last year in reading and math, according to data in Edinsight. The TLC grant funds will support the quality work we have accomplished by developing and implementing a system of teacher leadership that will be second to none.

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

The New London Community School District is fully committed to our plan. Even though we did not get the grant for the 2014-2015 school year, we are implementing parts of this plan which have the most impact on supporting teachers and student achievement, and we are financing it with our Iowa Core and Teacher Quality funds. We are excited about the work we are doing in our Professional Learning Communities (PLCs), and we know that this leadership plan will enrich that work.

As we developed the TLC committee, we knew that we needed a strong balance; therefore, we included two elementary teachers, one kindergarten teacher and one fifth grade teacher; two middle and high school teachers, one from the math department and one PE teacher; both building principals; the curriculum director; the superintendent; and two parent representatives from both a middle school student and an elementary student.

During the 2013-2014 school year, we first met as a committee to gain a basic understanding of the sections of the grant, so that we could be prepared to answer questions and create a vision which supports the TLC process. At the second meeting we analyzed grant questions and began defining our leadership roles. As the grant began to take shape, we held meetings with larger stakeholder groups, including our SIAC committee. We met with the school board and provided them with updates at our monthly board meetings; and we also met with the district staff during our weekly PLC meetings and at our full-day in-services. During these meetings we discussed the plans with all teachers and asked for their input on the plan. All stakeholders showed excitement about the leadership grant throughout the process of developing the plan. In preparation for our 2014-2015 grant application, we have gathered additional feedback from teachers, parents, and school board members on areas of strengths and weaknesses of our current plan.

The administrative team in our district has been excited about the TLC plan since its inception and began communicating the TLC vision and goals to key stakeholders, including teachers, parents, and board members. During these sessions, the administration highlighted possible roles, responsibilities, and effects the TLC system would have on our initiatives with the inclusion of instructional coaches, mentors, model teachers, PLC leaders, and the curriculum director. During these meetings, teacher input was actively sought and incorporated into the plan. The administration continues to support teachers through training opportunities, listening to feedback, providing literature to read, and outlining roles. As a result, 100% of the administration is onboard with implementing the TLC system.

The teachers were polled to determine their support of the TLC system. Teachers were very supportive of the process, with 97% of teachers in support of having the TLC system. From the survey, it was determined that teachers felt it would strengthen our PLC's, our alignment of curriculum, our standards-based grading procedures, our MTSS, and our instructional strategies and practices. They expressed concerns, which have been mirrored across the state, regarding removing our highly qualified staff from classrooms, how the system will be funded in the future, and how staff will be chosen for the positions.

The TLC committee included a parent of an elementary student and a parent of a MS/HS student. Our TLC parents and the parent members of our SIAC committee were an integral part of our TLC discussions. During the January 2013 and September 2014 SIAC meetings, parents, teachers, administrators, and community members worked together on the TLC vision. This included a study of our district's Needs Assessment Survey that was given to parents and used to make decisions regarding the vision we needed to form as a district. Parents from these groups are 100% in support of implementing the TLC plan.

Administration will continue to support the TLC plan by sending teachers to PLC and other trainings that fit into our district's professional development plan, and they will ensure that professional development time is provided each week to implement the plan. They will also guarantee time for instructional coaches, mentors, and teacher leaders to meet with other teachers to use data to improve instruction, student engagement, and student achievement.

Teachers will implement the TLC plan with fidelity and be active participants in trainings and workshops that are geared to improving instructional practices and strategies. Teachers will continue to provide feedback to administration on areas of strengths and weaknesses with the plan so that there will be continuous evaluation of the TLC system that is in place. According to survey data, 58% percent of our teachers will be willing to take on increased responsibilities and roles set forth in our TLC plan.

Parents will continue to provide ideas and support for the plan. The SIAC committee will continue to look at the progress of our district goals, which includes our TLC plan, and provide feedback to administration, teachers, and board members.

Funds provided for the planning and writing of this grant were predominately paid to the teachers on the TLC committee. These teachers, on average, spent well over 30+ hours of their own time to plan, create, and evaluate this grant. This greatly contributes to the quality of our plan—they will continue to be our biggest resources in the education of our staff and community on components of this grant. We were originally awarded \$6,935.51. Of that fund, \$5,500 was spent on teacher pay; the remaining balance was spent on supplies for the grant writing sessions.

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.

Our vision, (which aligns with the TLC Theory of Action and statewide goals), is to ensure that each and every student has access to a world-class curriculum, and that there will be equal opportunity for all students. Every teacher in our district will be part of a professional learning community with shared leadership roles where all teachers collaborate, continuously improve, and celebrate success. Through the Iowa Professional Development Model and our PLC process, we conduct professional development, align curriculum to the Iowa Core, write formative and summative assessments, analyze data, and provide appropriate interventions for all students. All stakeholders in our district will be engaged in a culture of learning that will continuously look at the impact instructional strategies have on student achievement.

This vision will be supported through the achievement of our **three main TLC goals** (bolded language matches state language):

- The first goal of the New London Community School District is to continually improve student achievement for all learners.
- Our second goal is to **attract, develop and retain highly trained and dedicated teachers** and teacher leaders who will remain in our district and continue to be part of a collaborative professional learning community that recognizes and celebrates success.
- Our third goal is to support district teacher leaders through continued **professional development and compensation**.

Our goals align directly with the state's goals for the Teacher Leadership and Compensation grant. All three goals are integral parts for creating core strength, building strong multi-tiered systems of support, and maximizing student achievement. The goals are based on a number of data sources:

- Formative and summative classroom assessments
- Iowa Assessments
- Intervention (MTSS) and grading data
- FAST
- MAP
- Iowa Assessments
- District Wide Needs Assessment (2014)
- Program Evaluations

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Using Part 3 application narrative from Year 1? Yes

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

If we are going to increase student performance and reach our goals, we must diligently focus our schools on the one critical factor that has the greatest impact on student achievement - classroom instruction. Classroom expert John O'Connor says that if "...we are successful at enhancing teachers' instructional practices, then we will be successful at improving student achievement." Our school district has made great strides to streamline initiatives in the past two and a half years. Our focus has been on enabling teachers to provide great instruction in every classroom using the PLC model. We are fortunate that our teachers understand that these initiatives, **Iowa Core implementation, standards based grading, Daily 5, RTI (intervention), and the Gradual Release Framework** (which aligns to the characteristics of effective instruction), all fit together into providing the very best education that we can for our students. This grant will provide us with an opportunity to improve student achievement by supporting our PLC infrastructure that develops support, coaching, feedback, momentum, and direction that is needed for teachers to consistently improve their practices. It will allow us to enhance our teachers' instructional practices with more of a collected vision of what is best for our students. "We cannot overlook or ignore the potential we as leaders have to impact lives." (Piercy)

In our district, the **Curriculum Director** has helped us to align the curriculum with the **Iowa Core** and our district to align our curriculums vertically using power standards (we call them Need to Know and Nice to Know standards). This person will provide leadership with **standards based grading**, so that we ensure that each and every one of our students is successful. **Standards based grading** is also a stepping stone for **Response to Intervention**, and this person will help the coaches evaluate our **Intervention** plans so that we are **improving our core** and providing supplemental and intensive instruction. This person will help instructional coaches with additional training on **Gradual Release and Daily 5**, which our district uses as a framework for instruction. With use of grant money, this person will be able to evaluate the effectiveness of our curriculum alignment based on student achievement by continuing to lead the PLCs to get better data.

The **Instructional coaches** will be a new role added by the grant. Their job will be to provide the foundation for working with students in the classroom using the data brought to the PLCs. They will work with the classroom teachers to ensure that every student has access to a **strong core curriculum**. They will collaborate with teachers on strong instructional frameworks, like **Gradual Release and Daily 5**, evidence based learning strategies, creating **effective formative and summative assessments**, and work hand in hand to construct **interventions** that meet the needs of our students, including both remediation and enrichment. An important role will be working with the curriculum director and PLC leaders to come up with job embedded professional development based on what our data says that we need (per the Iowa Professional Development model. This pair will also need to come up with a streamlined way to collect data and effectively monitor it.

The **PLC leaders** will continue to help their group focus on the right work, improving student achievement. They will keep teams working collaboratively on **aligning instruction to standards**, interpreting data from common assessments, and using the data to boost student success by setting SMART goals. The leaders will team up with the curriculum director and instructional coaches to make sure the groups examine and evaluate data effectively, making sure the assessments are aligned to the core and the **interventions** are dynamic. By discussing student progress data and assessments we will become better at recognizing, analyzing, and addressing barriers to student achievement and the invisible norms of practice. In addition to this, the PLC leaders will continuously focus their groups on strong instructional frameworks (**Gradual Release and Daily 5**) by leading teachers through model lessons and peer reviews. They will also lead their groups through common evaluations of student work so that we can ensure that our teachers understand what proficiency looks like in a **standards based grading system**.

The **model teachers** will also be a new role added by the grant. They will model **core implementation, intervention activities, assessment techniques, and differentiation** in the classroom. There will be opportunities for PLC members to observe instructional strategies (like read alouds during **Daily 5** or productive group work during a **Gradual Release** lesson) that yield the best results for student achievement. The curriculum director and instructional coaches will help coordinate these opportunities.

The **mentor/mentee** relationship will be established before school begins. The mentor will be guiding the mentee with what they need to teach (**Iowa Core**), how to teach it (frameworks like **Gradual Release and Daily 5**), and how to know when students "get it" (**analyzing data and standards based grading**). They will work with the instructional coach to provide **interventions** appropriate for assessments given. The curriculum director will work with them on aligning data and help them see how curricular pieces fit together.

At the end of the day, the element that must change in order to consistently increase student achievement is instruction. Our goal will not be met if we provide average instruction in some classrooms and even good instruction in others. We must provide great instruction (John O'Connor).

Using Part 4 application narrative from Year 1? No

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

The New London TLC plan will utilize teacher leaders and the additional funding to strengthen our district's mentoring program in a variety of ways. An analysis of our current mentoring program showed us that teachers new to the profession were not feeling fully supported. We plan to make many changes between our current practices and our new plan:

Current Practices:

Our current model lacks a formalized plan which has lead to the following gaps or weaknesses:

- Mentor teachers, although highly skilled, are selected based on the fact that they have received training through the AEA.
- Mentees report a lack of time for building relationships between colleagues, both professionally and personally. In our program, 75% of mentees surveyed from the last five years feel that they weren't given enough time with their mentors.

Our TLC Mentoring Plan:

We will provide support for teachers new to the New London Community School District. This is critical not only for individual teacher development, but also to our work with innovative practices involving 1:1 technology, standards-based grading, PLCs, and MTSS.

The district will choose teachers to become mentors from each building based on the following criteria:

- They must teach in the same building or department as the mentee whenever possible
- They must have taught for a minimum of three years in our district as an exemplary classroom teacher
- They must have the ability to work with other teachers to improve student achievement
- They must have a balanced professional and personal life to model for their mentee
- They must have effective coaching and feedback skills, including training in *Fierce Conversations*

Year 1 duties and responsibilities:

Summer:

- Mentors must attend mentor training through AEA and complete a book study on *Fierce Conversations* by Susan Craig Scott.
- Mentees must spend five days with mentor teachers and the curriculum director having discussions centered around the Iowa Core, PLCs, data collection and monitoring, standards-based grading, MTSS, and how our district uses the Gradual Release of Responsibility framework to help us meet the Iowa Characteristics of Effective Instruction.
- Mentors and mentees spend time co-planning, planning assessments, lessons, pacing guides, 1:1 technology, and classroom management.

School Year:

- Mentor will have daily informal contact with the mentee during the first two weeks of school.
- Mentor will observe mentee at least once a quarter and have post observation conferences.
- Mentee will observe the mentor at least once a quarter and have post observation conferences.
- Mentee teachers will attend PLC meetings with their mentors.
- Mentor teachers will make arrangements for their mentees to meet with instructional coaches weekly.
- Every Wednesday, after our scheduled professional development time, mentors and mentees will spend at least an hour working on analyzing student achievement data, compiling student exemplars, creating formative assessments, and discussing effective instructional practices and strategies.
- During our regular leadership meeting on the first Monday of every month, PLC leaders who are also mentors will meet with the curriculum director and instructional coaches to discuss other opportunities and needs for the mentee teachers.
- Mentor teachers will be required to keep a log of activities.

Year 2 duties and responsibilities:

- Repeat requirements from year one.

Year 3 duties and responsibilities (if required):

- District will continue the mentoring requirement to ensure the proper support.

This improved mentor teacher role will benefit new teachers by providing them with very specific and defined guidance during their initial teaching experience. Because of our varied teacher leadership roles, our new teachers will have multiple levels of personalized support designed to address their individual needs. This will improve entry into the teaching profession for new teachers.

Mentors in this plan will be paid a stipend of \$2,000 for the additional time they will spend in this program.

Narrative

Using Part 5 application narrative from Year 1? Yes

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.

We, at New London, have been thoughtful in our approach to choosing our roles. We already have the roles of the PLC leaders, mentors, and curriculum director in our district, but they are not reimbursed for the time they spend in these leadership positions. With this grant, we plan to expand those roles so that these people can be fully utilized to meet their maximum leadership potential. We also have also created two new roles that we have wanted for years: that of the instructional coach and the model teacher.

We plan to hire two **instructional coaches** in our district; one will be in our elementary school, and one will be in our middle/high school. This person will coach 75% of the day and will teach 25% of the day. In developing our role of the instructional coach, we relied heavily on the work of the Pennsylvania Institute for Instructional Coaching, who partnered with the Annenberg Foundation. According to their research, an instructional coach is someone who is experienced, highly accomplished, and well respected, whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. In our district, we will focus our one-on-one support for teachers, coaches, and school leaders around our PLC/data team model and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.

We believe that instructional coaching involves two people: the classroom teacher and the coach. Coaches will work one-on-one and in small groups or professional learning communities with teachers; they will provide guidance, training, and other resources as needed. Together, they will focus on practical strategies for engaging students and improving their learning. Coaches also are responsible for providing or arranging high quality, job-embedded professional development activities for all teachers in a school or district. This professional development is ongoing, not a one-shot workshop. It is aligned to state standards, curriculum, and assessment. And its goal is twofold: improved instructional practice and improved student learning. In order to do this, the coach will attend the weekly professional development meetings with the professional learning communities. In the beginning of this process, the coaches will help teachers design common formative and summative assessments. Once these are completed, coaches will look at the classroom data teachers bring to the meetings and help them with research based instructional strategies that data shows students need. The coach will also help differentiate instruction based on assessment data. The coach may also, at times, pull groups of students together to model strategies for classroom teachers.

The key to a successful coaching program is a trusting relationship between teachers and coaches, and training and support from administrators are vital as well. In our district, coaching will be confidential, non-evaluative, and supportive. Coaches work one-on-one and in small groups or PLCs with teachers on specific teaching strategies or problems, focusing on practical changes they can make in their classrooms. This ongoing one-on-one work is supplemented by other professional development activities, and the curriculum director, skilled mentors and model teachers will help support and extend the work of coaches. It will be critical that this person can create a climate of trust and

critical reflection in order to engage colleagues in challenging conversations about student learning data so that they can find solutions to identified issues. These coaches will receive a stipend of \$10,000, and they will work an additional five contract days.

We plan to hire five model teachers. These model teachers will be in the classroom 100% of the time. There will be two in the elementary building, one with a focus in the lower elementary, and one with a focus in the upper elementary. We will have an additional two model teachers in the middle/high school: One will focus on math, and one on reading. The remaining model teacher will focus on technology usage and 21st Century skills in the classroom for both buildings. In our system the teacher who fulfills the role of the model teacher will be someone who works very closely with the instructional coach. This person will support the strategies the coach introduces. The model teacher must be trained in adult learning theory, and they must use that knowledge to contribute to a community of collective responsibility within our district. In promoting this collaborative culture among fellow teachers, administrators, and coaches, the model teacher ensures improvement in educator instruction and student learning. These educators will continuously acquire new knowledge and skills as they seek to improve their practice. This person in this role should have the ability to model research based strategies, have strong classroom management skills, and the ability to use data to make classroom decisions on a daily basis. The model teachers will hold a critical role in the PLC process; they must be willing to share both negative and positive feedback, and they must also be willing to lead change when data shows that it is necessary. The model teacher must also be willing to let other teachers and leaders into his or her classroom, especially mentee teachers or teachers who are struggling with a concept. They must be willing to make time to have reflective conversations with other teachers, and they must be willing to go into the classrooms of others to watch a strategy being implemented so that they can help others be reflective in their practices. These teachers will receive a stipend of \$2,000 and work an additional two contract days.

The curriculum director will be in the classroom 50% of the time and in professional development and curriculum duties 50% of the time. The curriculum director will be an integral part of the development of this program. The curriculum director will be responsible for collaborating with the administrators, the instructional coaches, the model teachers, the mentor/mentee teachers, and the PLC leaders. This role will require the ability to analyze data and share that data with the leaders and staff. This person will work with the leadership team on a monthly and sometimes weekly basis to gather PLC data, help with program evaluations, and do walk-throughs with both teacher leaders and administrators. This curriculum in our district is aligned to the common core and state standards, and performance objectives have been written for each standard; therefore, the curriculum director will be responsible for maintaining these, helping to ensure vertical alignment, and beyond that, helping each PLC develop and design common formative and summative assessments. This person will help with training for these new leadership roles. This person will receive a stipend of \$10,000 and will work an additional eight contract days.

The PLC leader, who will be in the classroom 100%, holds a role that will also closely work with the coaches, the model teachers, and the curriculum director. According to Timothy Kanold, a former superintendent at Adlai Stevenson High School, this person must have certain defining characteristics: they must pursue personal mastery, they must develop, with their team, a shared vision of their PLC, they must design a culture of service and sharing for team learning, and they must equally embrace accountability and celebration. This person will be responsible for working with a grade level or content area team to help set learning targets, and to support creation of common formative and summative assessments for their professional learning team. These leaders will help the coaches and the curriculum director ensure vertical alignment of curriculum; because of this, they will need to be well-versed in all applicable curriculum, both at their grade level, and the grade levels above and below. This leader is responsible for helping the group measure student achievement and collect that data in an organized manner, examine and analyze student work, and modify instructional practices to meet the needs of their students. Because of this, they will need to ensure that their groups set norms and follow them, they will need to create agendas centered on student and teacher growth, and they will need to facilitate collaborative decision making in order to further their groups work. This will be done in collaboration with the principals, the curriculum director, the instructional coaches, and the model teachers. These teachers will receive a stipend of \$1,000, and they will work an additional contract day. There will be eight of these in our district.

In our district, mentor teachers (we will have approximately four next year) will be the first people that our new teachers come to for support. Because of this, they will have very specific activities that they must complete with their mentees. According to Laura Lipton and Bruce Wellman, authors of *Mentoring Matters* (2003) "skillful mentors balance the supportive aspects of that relationship with challenges that promote continual attention to improvement in practice" (3).

Wellman and Lipton go on to say that these mentors must be able to structure rigorous examination and analysis of practice, engage in goal-setting and have goal-driven conversations. They must maintain a focus on student learning, provide assistance in analyzing student performance, and then help the mentees determine cause-effect relationships. With their mentees, they must explore samples of student work (keeping in mind their mentees' decisions and experiences), so that they can discuss both positive and negative results of instructional practice. They must actively engage their mentees in problem solving and decision making by forming problem-solving partnerships, and brainstorming options and generating solutions. They will assist in the identification and articulation of criteria for choices and consequences with think alouds and coaching sessions. Lastly, they will build connections between current theory and classroom practice, and construct and conduct action research projects, building norms of experimentation and reflective practice. The mentors in our district will engage in these activities with their mentees in a relationship of trust. Before the school year, the pair will meet for a minimum of three days. During the school year, they will meet at least weekly both as a part of the professional learning community and also in a separate mentor/mentee meeting. The mentor teachers will need to have all of the qualities of model teachers, while also going the extra mile to make themselves accessible to their mentee. This teacher will receive a stipend of \$2,000, and he or she will work an additional three contract days.

Using Part 6 application narrative from Year 1? Yes

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

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

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

The selection of teacher leaders in this district will be based on both measures of effectiveness and professional growth, utilizing peer review extensively as a means of evaluation. Those applying for the positions of curriculum director, instructional coaches, mentor teachers, and model teachers will need to complete these steps and ensure these things:

Provide a resume which shows that he or she has

- Been in the district for a minimum of one year
- Been teaching for at least three years (a career teacher)
- Been on Tier 2 on our current evaluation system
- Conscientiously sought out trainings, classes, or advanced degrees which show evidence of learning (professional growth)
- Shown willingness to participate in a leadership capacity and willingness to take on extra duties (professional growth)

Provide at least two letters of reference which include

- Peer Recommendations and Peer Reviews based on a rubric provided by the district (measures of effectiveness)
- Evidence from a PLC member which shows how he or she has effectively used the common core and data from common core assessments in his or her classroom to impact student achievement (measures of effectiveness)
- **Instructional Coach and Mentor teachers emphasis:** Evidence that the coach is an effective leader who can be a good team-player (measures of effectiveness)
- **Model Teacher emphasis:** Evidence that the educator is using research based instructional strategies (measures of effectiveness)

In an interview he/she must demonstrate that he/she has been trained or has a willingness to be trained in the du Four method of PLC (professional growth)

- Must be able to demonstrate how they have effectively used the common core and data from common core assessments in their classroom to impact student achievement (measures of effectiveness)
- Must be able to demonstrate how they have effectively used research based instructional strategies (measures of effectiveness)
- That they use the instructional framework, of Gradual Release in their classrooms to impact student achievement (measures of effectiveness)

- Growth on his or her Individual Professional Development Plan aligned to Iowa Teaching Standards (professional growth)
- Evidence of his or her ability to report data in a timely manner (measures of effectiveness)
- The ability to communicate well both in writing and in speaking (measures of effectiveness)
- **Curriculum Director emphasis:** Knowledge of the Iowa Core which exceeds his or her grade level and subject area, including the instructional shifts that must occur in the math and ELA common core (measures of effectiveness). He or she must also show the ability to use technology including online data reporting and technology coaching (measures of effectiveness)
- **Model Teacher emphasis:** The ability to integrate technology into lessons
- **Instructional Coach emphasis:** The ability to integrate technology into lessons and data analysis
- **Mentor Teacher emphasis:** Willingness to participate in the Journey to Excellence program as outlined by the Great Prairie Area Education Agency. Also must show that he or she is a reflective educator (measures of effectiveness)
- **Model, Mentor teachers, and Instructional Coaches emphasis:** Knowledge of the Iowa Core including instructional shifts which much occur (measures of effectiveness)

Once candidates have shown evidence these things, the committee will assess the candidates on a rubric. The highest score will be recommended to the superintendent.

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

Our school district utilizes Richard DuFour's model of Professional Learning Communities (PLCs). The work we do through that process directly correlates with the Iowa Professional Development model. Each PLC group has a leader who attends a monthly meeting with the administrators to help set deadlines and expectations. This team functions as our PD Leadership Team. Our TLC plan will utilize instructional coaches, PLC leaders, model teachers, mentor teachers, and a curriculum director as a part of that team to support the three goals we presented as part of our TLC system:

- The first goal of the New London Community School District is to continually **improve student achievement** for all learners.
- Our second goal is to **attract, develop and retain highly trained and dedicated teachers** and teacher leaders who will remain in our district and continue to be part of a **collaborative** professional learning community that recognizes and celebrates success.
- Our third goal is to support district teacher leaders through continued **professional development and compensation**.

Teacher leaders have been a critical part of our district's success since our implementation of the PLC program. The TLC grant will provide many more opportunities for success by funding additional teacher leadership roles:

The **instructional coaches'** primary responsibility will be two-fold. Along with the curriculum director and the building principal, the instructional coach will plan, facilitate, and monitor short and long-term professional development plans. Instructional coaches will have a thorough understanding of current instructional practices and strategies because they will still be teaching approximately 25% of the day. The instructional coaches will take the **data they've collected back to the PLC team to set goals and to provide individual and small group support for teachers throughout the district, focusing on instructional practices, student data and assessments, professional conversations, and peer reviews.**

Our **PLC leaders** have been critical to the success of our PLCs. The PLC leaders will continue to provide guidance and coaching during our professional learning community meetings. During these meetings, the PLCs will work on **planning common formative assessments, unpacking and aligning our curriculum, developing lessons and working together on collecting and analyzing student data.** Our PLC leaders will continue to focus conversations on four crucial questions based on DuFour's PLC model:

1. What do we expect students to learn?
2. How will we know when they have learned it?
3. What are we going to do when they don't?
4. How will we respond and expand their learning for students who have already mastered the essential "I Cans"?

The **model teachers** will hold a critical role in the PLC process; they must be willing to share both negative and positive **feedback**, and they must also be willing to **lead change when data shows that it is necessary.** The model teacher must also be willing to let other teachers and leaders into his or her classroom, especially mentee teachers or teachers who are struggling with a concept. They must be willing to **make time to collaborate and to have reflective conversations** with other teachers, and they must be willing to go into the classrooms of others to watch a **strategy being implemented** so that they can help others be reflective in their practices.

The **mentor teacher** must maintain a focus on student learning, provide assistance in **analyzing student performance**, and then help the mentees determine cause-effect relationships. With their mentees, they must **explore samples of student work** (keeping in mind their mentees' decisions and experiences), so that they can discuss both positive and negative results of instructional practice. They must actively engage their mentees in problem solving and decision-making by forming problem-solving partnerships, and brainstorming options, goal setting, and generating solutions. They will assist in the identification and articulation of criteria for choices and consequences with think alouds and coaching sessions. Lastly, they will build connections between current theory and classroom practice, and construct and conduct action research projects, building norms of experimentation and reflective practice.

The **curriculum director** will be an integral part of the **development, implementation, and evaluation** of the PLC program. The curriculum director will be responsible for collaborating with the administrators and teacher leaders. This role requires the ability to analyze student data and share that data with the leaders and staff. This person is also responsible for coordinating periodic synthesis of summative evaluation data.

The teacher leaders will incorporate **key elements of the Iowa Professional Development Model** into our TLC plan as outlined below.

Collecting and Analyzing Student Data

The district's TLC team will help career teachers develop common formative and summative assessments. Once these are completed, coaches will look at the classroom data teachers bring to the meeting and help them align instructional practices to student data. They will work closely with our PLCs and principals to measure student achievement and collect data in an organized manner, examine and analyze student work, and modify instructional practices to meet the needs of our students.

Goal Setting

Our teacher leaders will collaborate with their peers in the creation of short-term SMART goals based on the student assessment data that has been collected. Teacher leaders will work in conjunction with the administration to set goals which are aligned to the curriculum and which are focused on improved student learning.

Selecting Content, Designing PD and Providing Training

Our PLCs will be creating formative and summative assessments, collecting data on individual students, studying and refining instructional practices and strategies, implementing standards-based grading, strengthening our core curriculum, building MTSS, and conducting peer reviews to evaluate our effectiveness.

Using Part 8 application narrative from Year 1? **Yes**

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

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

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

The Goals	If we do the following ...	Short Term Measures	Long Term Measures
Statewide TLC Goals	Attract able and promising new teachers by offering competitive starting salaries and offering leadership opportunities	Our base salary will grow to \$33,500 for new teachers, and we will offer leadership opportunities beginning in the 2014-15 school year for 100% of current teachers.	Next year, our base salary will match the state government's ideal, and in three years, we will have enough staff trained so that 50% of them will have held a leadership position.
	Retain effective teachers by providing enhanced career opportunities	By providing enhanced career opportunities we will change our retention rate for beginning teachers from 75% to 85%.	We will continuously keep 25% of our teachers in teacher leadership positions. This is up from 14%.
	Promote collaboration	We have currently trained eleven teachers to be PLC leaders in our district. By 2015, we will have trained 17 in the PLC leader training so that everyone has the opportunity for leadership.	Because of intensive training in PLC and Gradual Release, scores on district common assessments will increase.
	Reward professional growth and effective teaching	Teachers in our district chosen for teacher leadership roles (up to 38%) will be rewarded for professional growth and effective teaching by an average of \$4,000.	This cycle will grow until at least 50% of our teachers have experienced a leadership position.
	Improve student achievement by strengthening instruction	We will strengthen instruction by providing instructional coaches, PLC leaders, and model teachers to 100% of our staff. They will improve instruction through the data analysis/Iowa Professional Development model approach. We will study our common assessments (based on Iowa Core I can statements), decide which instructional strategies we need to improve, have our effective leaders model these strategies, provide interventions, assess and evaluate again, and continue to ensure that each of our students has the skills required by the Iowa Core.	We will know our teachers are effective as we continue to measure our student achievement. Our elementary has currently gone from being on a SINA watch list to being completely off. Our middle/high school is on the SINA list for reading, but showed enough growth last year to make AYP. With the program we are proposing, we expect both of our buildings to stay off of the NCLB lists by exhibiting growth every year. We would like for our average ACT score to raise from 22.1 to 25.
Our Goals	Promote student achievement (tied to our APR and CSJP goals as well as the PLC goals outlined in our executive summary)	We will strengthen instruction by providing instructional coaches, PLC leaders, and model teachers to 100% of our staff. They will improve instruction through the data analysis/Iowa Professional Development model approach. We will study our common assessments (based on Iowa Core I can statements), decide which instructional strategies we	We will know our teachers are effective as we continue to measure our student achievement. Our elementary has currently gone from being on a SINA watch list to being completely off. Our middle/high school is on the SINA list for reading, but showed enough growth last year

	need to improve, have our effective leaders model these strategies, provide interventions, assess and evaluate again, and continue to ensure that each of our students has the skills required by the Iowa Core.	to make AYP. With the program we are proposing, we expect both of our buildings to stay off of the NCLB lists by exhibiting growth every year. We would like for our average ACT score to raise from 22.1 to 25 by the 2018-19 school year.
Develop and retain effective teachers through the use of our PLCs, instructional coaches, teacher mentors, model teachers, and curriculum director	We have currently trained eleven teachers to be PLC leaders in our district. By 2015, we will have trained 17 in the PLC leader training so that everyone has the opportunity for leadership.	Because of intensive training in PLC and Gradual Release, scores on district common assessments will increase.
Support district teacher leaders through professional development opportunities, leadership responsibilities, and the requisite compensation	Teachers in our district chosen for teacher leadership roles (up to 38%) will be rewarded for professional growth and effective teaching by an average of \$4,000.	This cycle will grow until at least 50% of our teachers have experienced a leadership position.

This plan will be assessed in multiple ways, including the following five measures:

- walk throughs
- standardized test scores
- district common assessment scores
- data team agendas and minutes
- peer review

Short term data will be gathered daily, evaluated during weekly leadership meetings, and long term data will be collected monthly, and evaluated quarterly during administrative meetings which will include the instructional coaches, the curriculum directors, the building principals, and the superintendent.

Using Part 9 application narrative from Year 1? No

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

Policy and Hiring:

The current starting salary at New London is \$31,277, which is slightly under the minimum state requirement of \$33,500. Our district is committed to supporting a salary level competitive with other schools in Iowa so as to attract highly qualified teachers. The scope and associated responsibilities for each teacher leadership position have been thoughtfully developed to provide consistency and long-term continuity for our TLC program.

The Teacher Selection Committee shall be composed of two administrators and two teachers, and shall implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, the committee will make recommendations about the teacher leadership positions of curriculum director, PLC leaders, instructional coaches, mentors, and model teachers to the superintendent for discussion, review, and approval.

Culture, Training, Support, and Capacity to Implement:

We have commitment for our TLC plan from all stakeholders, including teachers (97%), parents (100%), administrators (100%), school board members (100%), and the Great Prairie AEA. These stakeholders will create collective commitments as part of our PLC implementation and TLC plan.

Our school has had Professional Learning Communities in place for two years. We continue to participate in intensive training on DuFour's PLC model and data teams. As a continuation of the PLC training, our district plans to attend an RTI/MTSS training by Solution Tree on October 27-29 in Des Moines. We plan to take our current PLC leaders to this conference. Our AEA has begun a Collaboration Network based on PLC work. Our district plans to participate in these trainings, and has, in fact, been asked to lead and become a model school for this work based on our success with professional learning communities as evidenced by our high proficiency rates on our 2013-14 Iowa Assessments.

Key District Personnel Responsible for the Success of the Plan:

Teachers are regularly collecting and analyzing data for classroom assessments and interventions. With this TLC/PLC plan, teacher leaders will have the responsibility of ensuring that data is collected and analyzed with fidelity. The instructional coaches and PLC leaders will facilitate the analysis of the data within their PLC teams. After the analysis the PLC teams, guided by teacher leaders, will use the results to choose the best instructional strategies and practices for our students.

The curriculum director will oversee the analysis of state-reported student achievement data. Teacher leaders, the entire teaching staff, and the SIAC committee are responsible for this analysis. Results of the data analysis will lead to continued development and refinement of district and TLC goals, and these results will also be used to improve our instructional strategies and practices.

The curriculum director and building principals will meet regularly with the instructional coaches and PLC leaders to analyze data from the various PLCs. PLC leaders will use this information to guide their PLC teams in collaborative discussion regarding necessary changes in instructional strategies and practices needed to improve student learning.

In sustaining the TLC plan, it is also important to involve other stakeholders in looking at the data to gather feedback. The curriculum director will present data from the PLCs to the administrative team, the school board, and the SIAC committee. Annual surveys will be administered to initial and career teachers, mentors and mentees,

administrators, and teacher leaders for the purpose of collecting feedback on the success of the TLC plan. Teacher leaders and administrators will use the feedback to improve the plan.

The TLC selection committee will annually review data to determine the productivity of each coach, mentor, and teacher leader before recommending teachers for leadership positions for the next year. This includes, but is not limited to, several data points: Data from RTI (MTSS), BrightBytes (technology), Iowa Assessments, PLC implementation documents, mentor surveys, trainings attended by teacher leaders, agendas and minutes of PLC team meetings, standards-based grade reports, intervention and detention data, logs of teacher observations, one-on-one teacher collaboration, and modeling strategies in classrooms.

Communication:

Upon approval by the state, an informational article about the plan will be placed on the school's website, and in the local newspaper. Monthly articles from teacher leaders will be placed on the school website.

Teacher leaders will take turns reporting at SIAC and school board meetings.

Current Infrastructure: Lending On-going, Systemic Support to the TLC Plan

Since 2006, the district has had a full-time curriculum director/teaching position. Our district has placed a high priority, in spite of budget cuts, on this position, and this teacher leader has been instrumental in facilitating the development and implementation of the district's PLC program. This work has included the difficult task of breaking down the Iowa Core, developing our intervention program, implementing standards-based grading, and finding time to collaborate with teachers on the use of the best research-based instructional strategies and practices.

In the summer of 2012, our district began the process of developing strong teacher leadership through the use of Professional Learning Communities: we invited eight teachers to attend a Solution Tree sponsored conference in Cedar Falls, which solidified our approach to Rich DuFour's PLC model. Since then, we have sent other teacher leaders to Indianapolis to hear the same message, and we will be attending again in Des Moines this fall, with a focus on the next steps beyond getting a PLC started. We have shown deep commitment to this process, with our own general fund, and we plan to continue this process for years to come, as the results that we have seen are second to none. The teacher leaders we are hiring will be critical to this process.

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* 525.7

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

District Enrollment-Based Allocation \$162,346.67

Total Allocation \$162,346.67

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$5,136.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$66,000.00
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).	\$80,400.00
Amount used to provide professional development related to the leadership pathways.	\$10,810.67
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	\$162,346.67

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$162,346.67

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 17? **No**

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

Student achievement is at the very core of our school improvement and professional development efforts. The TLC grant will be vital to our continued growth and success with our school improvement and professional development efforts that connect to our TLC goals:

- The first goal of the New London Community School District is to continually **improve student achievement** for all learners.
- Our second goal is to **attract, develop and retain highly trained and dedicated teachers** and teacher leaders who will remain in our district and continue to be part of a collaborative professional learning community that recognizes and celebrates success.
- Our third goal is to support district teacher leaders through continued **professional development and compensation**.

Our local data, in combination with our district goals, determined the leadership positions that are outlined in our proposal. These positions require the following budget allowances:

Instructional coaches (1.5 positions)

- \$12,000 per position in increased compensation which includes an additional five contract days
- \$40,200 per position to hire a replacement in the classroom for the two instructional coaches (includes salary, insurance, FICA, and IPERS)
- .75 coaching and .25 teaching (one is K-5 and one is 6-12)
- Coaches will work one-on-one and in small groups (such as PLCs) with teachers, where they will provide guidance, training, and other resources as needed.
- Together, the teachers and coaches will focus on practical strategies for engaging students and improving their learning.
- Coaches are responsible for providing or arranging high quality, job-embedded professional development activities for all teachers.
- Coaches will attend the weekly professional development meetings to help develop formative and summative assessments.
- Coaches will help look at classroom data to help teachers with research-based instructional strategies and practices.
- The coach may also, at times, pull groups of students together to model strategies and practices for classroom teachers.

Curriculum Director

- \$12,000 per position in increased compensation which includes an additional eight contract days
- .50 curriculum and .50 teaching (K-12)
- The curriculum director will be responsible for collaborating with administrators, the instructional coaches, the model teachers, the mentor/mentee teachers, and the PLC leaders
- He/she will analyze PLC data and share that data with the leaders and staff
- He/she will help with program evaluations and will do walk-throughs with both teacher-leaders and administrators
- The curriculum director will facilitate the PLCs development of common formative and summative assessments, thereby ensuring vertical alignment

Model Teachers

- \$2,000 per position in increased compensation that includes an additional two contract days. There will be five model teachers.
- These teachers will work closely with the instructional coach
- They must be trained in adult learning theory, and they must use that knowledge to contribute to a community of collective responsibility within our district
- They will continuously acquire new knowledge and skills as they seek to improve their practice
- They will model research-based strategies, have strong classroom management skills, and they will have the ability to use data to make classroom decisions.
- They will share both negative and positive feedback and lead change based on those conversations
- They will open their classrooms to other teachers and leaders, especially mentee teachers
- They will have reflective conversations, and they will be willing to enter the classrooms of other teachers to evaluate strategy implementation.

PLC Leaders

- \$1,000 per position in increased compensation that includes one additional contract day. There will be eight PLC leaders.
- They will pursue personal mastery in their content
- They will develop, with their team, a shared vision for their PLC
- PLC leaders will hold their team members accountable and will collectively celebrate success with their team.
- They will assist the coaches and curriculum director in ensuring the vertical alignment of the Iowa Core
- They will facilitate their team's work in collecting and measuring student achievement data in an organized manner
- With their team, they will examine and analyze student work and modify instructional practices to better meet the needs of students

Mentor Teachers

- \$2,000 per position in increased compensation which includes three additional contract days
- The mentor teachers will maintain a focus on student learning, provide assistance in analyzing student performance, and then help their mentees determine cause/effect relationships.
- With their mentees, they will explore samples of student work to discuss positive and negative results of the mentees instructional practices
- They will actively engage their mentees in problem solving and decision making by forming partnerships, brainstorming options, and generating solutions.
- They will assist in the identification and articulation of criteria for choices and consequences through think-alouds and coaching sessions

- They will build connections between current theory and classroom practice, they will construct and conduct action research projects, building norms of experimentation and reflective practice

In addition to these positions \$5,136 of the TLC grant will be used to get four teachers in the district to the \$33,500 salary.

The remaining \$10,810.67 is reserved to cover costs associated with training teachers for the leadership roles. These costs will include transportation costs to attend off-site professional development, registration fees for role-specific professional development, and paying for substitutes if teacher leaders need coverage in their classrooms in order to attend necessary professional development opportunities. This will also fund opportunities for mentor and model teachers to spend time in each other's classrooms.

Assurances

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

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

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

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

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

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

[Return to top](#)