Application

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

96145 - TLC Application 14/15

Teacher Leadership and Compensation System

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| Status: | Under Review |
| Submitted Date: | 10/31/2014 11:09 AM |

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| **Program Area of Interest** | Teacher Leadership and Compensation System | | |
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| **Agency** | | | |

## Organization Information

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| **Organization Name:** | North Cedar Community School District |
| **Organization Type:** | K-12 Education |
| **Tax ID:** | |
| **DUNS:** | |

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|---|---|
| **Organization Website:** | http://www.north-cedar.k12.ia.us/ |
| **Address:** | 102 E. North St |
| | Stanwood (City) Iowa (State/Province) 52337-0247 (Postal Code/Zip) |
| **Phone:** | 563-942-3358 Ext. |
| **Fax:** | |
| **Benefactor** | |
| **Vendor Number** | |

## Recipient Information

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| **District** | North Cedar Community School District |

*Use the drop-down menu to select the district name.*

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| **County-District Number** | 16-3691 |

*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.*

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| **Honorific** | Mr. |
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| **Street Address** | 102 East North Street |
| **City** | Stanwood |
| **State** | Iowa |

*Use the drop-down menu to select the state.*

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|---|---|
| **Zip Code** | 52337 |

## TLC Application Contact

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| **Honorific** | Mr. |
| **Name of TLC Contact** | Mike Cooper |
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|---|---|
| **State** | Iowa |
| *Use the drop-down menu to select the state.* | |
| **Zip Code** | 52337 |

## 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)**

When North Cedar's Teacher Leadership and Compensation (TLC) team had their initial meeting the team felt it was imperative to create a TLC vision aligned to our district's vision. The group unified the two documents to create North Cedar's TLC vision: *North Cedar Community School District will establish a teacher leadership system that adequately compensates teachers who lay the foundation for collaboration with new teachers, enhance excellence in teaching, and promote personal and professional well-being of classroom teachers so all involved can help each student grow into lifelong learners who are responsible, contributing and productive citizens in a changing and diverse world.*

North Cedar's planning process to develop our TLC plan was specifically outlined to include all stakeholders in the planning process. Our committee included teachers, administrators, and parents. Together we gathered information, student data, reviewed research, investigated other programs, and created the framework for our plan. This allowed every person involved in the planning process the ability to contribute in the development of our TLC plan.

Our TLC plan connects to, supports and strengthens our district's key school improvement structures, processes and initiatives. North Cedar is currently involved in a number of initiatives where teacher leadership would prove to be of huge benefit to our processes of strengthening instruction. These critical initiatives include the development and implementation of Multi-Tiered System of Supports (MTSS), implementation, alignment, and assessment of the Iowa Core, the use of multiple data sources to drive instruction and professional development, 1:1 technology integration, and providing mentoring to new teachers.

North Cedar's plan offers increased support for new teachers in addition to our partnership with the New Teacher Center. North Cedar believes successful teacher induction systems focus on student learning and teacher effectiveness. Our plan includes well prepared and released instructional mentors, professional learning communities for mentors and new teachers, engaged principals, and supportive school environments aligned with district policies.

It is essential to develop a clear and specific description of the Comparable Plan Model to build coherence across the district. Following; you will find a brief description of North Cedar's leadership roles and duties. **Curriculum and Professional Development Leader (1 FTE)**: To promote implementation of the Iowa Core and appropriate national standards by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly. **Instructional Coaches: (1 FTE K-6) position and (1 FTE 7-12 position)**: To support the implementation of effective instructional strategies. **Model Teacher (13 positions, 1 day per week)**: A model teachers is given the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection.

A selection committee, which includes equal numbers of teachers and administrators, will review and select applicants for placement into TLC positions. The committee will also review walk-through data shared by building principals and make recommendations based on the application and data to the superintendent. Applicants will demonstrate distinguished behaviors and responses for the identified criteria using rubrics to measure effectiveness and professional growth.

North Cedar believes the purpose of professional development is to provide a structured, supportive, and collaborative environment to promote professional growth that will further the district's comprehensive school improvement plan (CSIP) goals in order to increase student achievement. North Cedar's operating principles focus on curriculum, instruction and assessment. Our TLC plan will utilize teacher leaders through the Iowa Professional Development Model to improve our district's current professional development cycle by implementing the roles and responsibilities of the curriculum and professional development leader, instructional coaches, and model teachers.

In the North Cedar's TLC Plan, the district will determine the impact/effectiveness of our plan through a series of short and long term measurements. Measuring the impact and effectiveness on a short term basis will begin with the self-reflection of the teacher in the form of a feedback sheet, which will also be used as feedback for our PLCs. The long term measures of impact and effectiveness of the TLC Plan will be constructed from a variety of sources. The first source will be in the form of anonymous surveys filled out quarterly by both the classroom teachers and model teachers. One final anonymous survey at the end of the school year will also be implemented. Three additional sources of information will come from FAST (fluency), MAP tests, and Iowa Assessments.

With many pieces already in place, North Cedar is ready to implement and sustain our Teacher Leadership and Compensation Plan. Our district has an ongoing student-centered focus that brings together outstanding educators, dedicated parents and a proud community. The district is excited about the TLC program and the impact it will have on staff and student achievement.

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

**TLC Model Number** Model 3  Comparable Plan

## Narrative

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

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

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

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

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

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

**Planning Process Described**

Initial steps to Apply

In the fall of 2013 the Teacher Leadership Compensation team (TLC), composed of five administrators, four teachers, and three parents met to outline the plan to apply for the TLC grant. Four of the teachers on the committee were union members and one parent was the school board president. The group gathered and reviewed data, researched best practices, and made informed decisions about the Model 3 framework, which will be the guide for our plan. In the Spring of 2014, we began revising parts of our plan to prepare to resubmit in October 2014. Members of the team attended TLC workshops sponsored by Grant Wood AEA and consulted with Teacher Leaders from other area schools.

Choosing a Vision

When North Cedar's Teacher Leadership Compensation Team had their initial meeting, the team felt it was imperative to create a TLC vision that aligned to our school district's vision. The group unified the two documents to create North Cedar's TLC vision: *North Cedar Community School District will establish a teacher leadership system that adequately compensates teachers who lay the foundation for collaboration with new teachers, enhance excellence in teaching, promote personal and professional well-being of classroom teachers so all involved can help each student grow into lifelong learners who are responsible, contributing and productive citizens in a changing and diverse world.*

Creating a Plan

The initial meetings of the Teacher Leadership Compensation team focused on creating a vision, goals, organizing resources, key staff, roles and responsibilities, timelines, and accountability. In order to maximize effectiveness of the TLC team's planning, subcommittees were assembled from the Teacher Leadership Committee. The subcommittees were assigned parts of the plan. It was their responsibility to formulate a plan for their assigned part after reading articles, listening to teacher leaders, and discussing theoretical versus practical plans. Once each subcommittee had formulated their plan the entire TLC committee met to review each part. There was also correspondence through Google documents that allowed the committee to provide feedback and thoughts regarding the plan during non meeting time.

Educating All Stakeholder Groups

Members of the TLC team participated in webinars by the Iowa DE on the development of the TLC Model. This information was shared with the remaining TLC team members who in turn shared the information with their respective buildings. The superintendent sent out weekly communication regarding TLC plan and where the team was in the application process. A committee was formed that included teachers from each building to gather any concerns or questions staff had related to the TLC plan. Administrators discussed the plan with parent advisory groups and the Parent Teacher Organization. Parents on the School Improvement Advisory Council were educated about the process and surveyed for input.

Surveying Teachers to Guide Future Steps

A survey was completed by staff to determine who might be interested in available positions, what types of support teachers would appreciate, and how the plan would help district achievement. The survey also informed teachers about the jobs that will be made available through this grant and the potential for improving achievement. One hundred percent of the teachers who responded were in support of this plan.

Description of Support and Commitment

Five teachers, including MTSS (Multi-Tiered System of Supports, formerly RTI) committee members, teacher union representatives, and PBIS committee members attended meetings and helped formulate the plan. Teachers were very supportive and felt the biggest benefit to our students will be to have some kind of UNIFIED approach to their education from top to bottom in the district. District administrators felt this would have a significant impact on student learning and improvement of test results. The plan would also help improve the culture of the district as teachers would feel they are receiving support in meeting all the needs of a diversified student population. Administrators then discussed the TLC plan with a variety of stakeholder groups, including the Knights Community Organization and community members in the School Improvement Advisory Council. Articles in the "Knight News" educated the general public, and community members on the School Improvement Advisory Committee were then surveyed for support of this grant. All expressed optimism the plan would improve student achievement.

Writing the Grant

The Superintendent created a temporary position for a teacher and administrator to oversee the development of the NCCSD TLC model and implementation plan. This teacher compiled all of the parts together which had been submitted by the subcommittees. The TLC draft was then sent out to parents, teachers, and administrators to review and suggest changes. The

TLC team made changes to the draft and the final copy was submitted.

## 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.**

North Cedar's Teacher Leadership Compensation (TLC) vision and goal is to "*Establish a teacher leadership system that adequately compensates teachers who lay the foundation for collaboration with new teachers, enhance excellence in teaching, and promote personal and professional well-being of classroom teachers so all involved can help each student grow into lifelong learners who are responsible, contributing and productive citizens in a changing and diverse world.*" Our vision directly aligns with the state's vision for the Teacher Leadership Compensation program. The district recognizes for schools to improve at providing learning for all students it must provide opportunities for teachers to innovate, develop, and learn together. The district's TLC plan calls for teacher leaders to be sources of expertise and support as they work with colleagues to help shape school improvement efforts and take a lead guiding individual and collective goals.

District and Building Goals:

- All K-12 students will improve in reading comprehension; more specifically informational text and vocabulary.
- All K - 12 students will improve in mathematics.
- All K - 12 students will improve in science.
- All K-12 students will use technology in developing proficiency in reading, mathematics, and science.
- All students will feel safe at and connected to school.
- Teachers will enhance the Common Core Curriculum.

These goals are based on a number of data sources:

- Iowa Assessment (2-11)
- MAP/NWEA (2-11)
- ACT (10-12)
- FAST - Formative Assessment System for Teachers (K-4)
- GOLD Assessment (Pre-School)
- Reading Assessments (K-6)
- I-Ready Assessments (5-8)

Data trends indicate a need for increased emphasis on Multi-Tiered System of Supports (MTSS formerly known as RTI), implementation, alignment, and assessment of Iowa Core, using data to guide instruction and professional development, and provide support and mentoring to new teachers. North Cedar's TLC plan aligns directly with the intended goals of the Teacher Leadership and Compensation System, as described by both the legislation and the task force. The goals are as follows:

| State Theory of Action | North Cedar's TLC Plan |
|---|---|
| "If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; | At North Cedar, the TLC plan is the only way that we can compensate excellent teachers beyond the master contract. As veteran staff retire, the need to recruit new, effective teachers will increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district. |
| create the political will and understanding necessary to remake the status of the teaching profession; | Our TLC plan provides an explicit process that empowers teachers to take on leadership roles in decision-making. |
| give highly effective teachers opportunities to grow, refine, and share their expertise; | Teachers will have concrete and continuous opportunities to collaborate with others in our district, AEA personnel, and other districts. |
| and develop a clear system with quality implementation, | Criteria and responsibilities of teacher leaders will be clearly articulated through a set of job descriptions and encouraged through the post-evaluation/observation process. |
| then ... student learning will increase, | Iowa Assessment results will be analyzed one on one with the student and teacher. Through student conferences, students are made aware of scores and set individual growth targets. |

| | |
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| student outcomes will improve, and | Rigor will increase, resulting in higher levels of creativity and problem solving. |
| students will be prepared to succeed in a globally competitive environment.” | The number of students who will be college or career ready will increase. |

The vision and goals of North Cedar’s TLC system aligns with the State of Iowa’s Theory of Action and vision for transforming education by providing greater support and more career opportunities for teachers.  This funding will provide North Cedar the additional support to help obtain our goal of all students growing into lifelong learners who are responsible, contributing and productive citizens in a changing and diverse world.

**Using Part 3 application narrative from Year 1?** No

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

North Cedar's TLC plan will support and strengthen our district's key school improvement initiatives (1) Multi-Tiered System of Supports (MTSS formerly known as RTI), (2) Iowa Core implementation, (3) use data to guide instruction and professional development, (4) 1:1 technology integration, and (5) provide support and mentoring to new teachers. These initiatives are examined below:

(1) Multi-Tiered System of Supports (MTSS formerly known as RTI)

- All buildings use MTSS to move toward the district goal that all students should grow at or above expected levels on Iowa Assessments. Each building identifies students at risk, alters teaching strategies, and collects data on improvement. Teacher Leaders will organize a more comprehensive collection of data on students who aren't improving at expected levels. Through this process, they will identify student achievement needs, set goals with the teachers according to data findings, and establish professional development needs for the district.

(2) Iowa Core Implementation

- Iowa Core: The Teacher Leader team will strengthen the district's work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. After reviewing district wide data the teacher leaders will work with teams of teachers by grade level and department to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards. The teacher leader team will be a vital part in ensuring that 100% of the teaching staff has met this priority.

(3) Use Data to Guide Instruction and Professional Development

- TIER and Curriculum Based Measurements: The teacher leader team will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The teacher leader team will support the district's efforts in MTSS through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System. The teacher leader team will assist and train teachers in research-based instructional strategies and progress monitoring of students' goals.

(4) 1:1 Technology Integration

- The focus of the 1:1 technology program at North Cedar is to provide necessary tools and resources for a progressive learning environment characterized by flexibility, collaboration, personalization, creativity, and technology-rich learning. At North Cedar technology will be integrated throughout the educational program in a seamless and timely fashion. Implementation of a 1:1 technology initiative enables anywhere, anytime learning that is no longer limited by the four walls of a classroom or building. Purposeful technology integration liberates teachers from being deliverers of content and, instead, allows them to be facilitators of deep, individualized learning for all students.

(5) Provide Support and Mentoring to New Teachers

- North Cedar Community School District believes successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors; professional learning communities for mentors and new teachers; engaged principals; and supportive school environments and district policies. The additional funds provided by the TLC plan will help provide funding for this support to continue.

The TLC Plan provides the necessary resources to expand our current school improvement initiatives in order to reach the identified goals of both the state and North Cedar Community School District. This plan brings to life innovative ways to foster valuable collaboration by providing opportunities for teachers to focus on initiatives that make a difference in improving student achievement while implementing research-based practices and procedures that are data-driven to help meet students' learning needs. This plan will help provide the necessary resources to accelerate student achievement and foster positive change.

**Using Part 4 application narrative from Year 1?** Yes

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

The North Cedar TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers in a variety of ways. Below is an analysis of the effectiveness of our current induction and mentoring program along with a detailed description with areas of improvement and how North Cedar's TLC plan will address these gaps.

Analysis of the effectiveness of the current induction and mentoring program

Currently our mentoring and induction framework looks different throughout the district. The district recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. The district currently does not provide time for mentors or mentees to observe each other's classrooms for observation.

Areas of improvement needed in the current program

Upon analyzing our current practice, North Cedar feels it is vital to provide a structured framework along with coaching and observation time.

Analysis how your TLC plan will address these gaps

North Cedar believes the support for beginning teachers as they embark in their professional journey is crucial. Model teachers can shape the professional growth of their colleagues, the culture of schools, and the practice of a new generation of teachers. North Cedar strives to support effective induction and encourage best practice in supporting professional growth from pre-service throughout a teacher's career.

A model teachers offers the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. At North Cedar, our model teachers challenge the status quo by advocating for new ways to introduce beginning teachers to the profession and provide professional development that supports beginning teacher growth.

North Cedar's model teachers follow a Teacher Induction Framework that includes mentoring tools and protocols designed to assist model teachers in the support of their beginning teachers to be the successful, quality teachers they want to be.

| | Framework | Description |
|---|---|---|
| 1 | An Introduction to Instructional Mentoring | To support model teachers in responding to each new teacher's development and contextual needs and promote the ongoing examination of instructional practice. |
| 2 | Setting Professional Goals | To deepen model teachers' understanding of the role of formative assessment through establishing focused goals based on student standards and professional teacher standards. |
| 3 | Coaching and Observation Strategies | To assist model teachers in collection and sharing observation data aligned with professional teaching standards to help new teachers improve their practice. |
| 4 | Analysis of Student Work | To provide model teachers with tools and strategies to help beginning teachers identify student needs, plan for differentiated instruction, and ensure equitable learning outcomes. |

Analysis of Student Work

Model teachers and beginning teachers work collaboratively to examine the work of students in new teachers' classrooms to discover student learning needs and determine how best to address them. Model teachers use their experience and expertise to help the beginning teacher select appropriate student work, establish criteria for assessment, and sort and analyze the work to identify learning needs. Together, they identify patterns that become apparent from this analysis and reflect on implications

for the teacher's practice.

The Analysis of Student Work focuses on the following topics
•Support new teachers in understanding and addressing the diverse learning needs of their students
•Explore a rationale for analyzing student work to guide instruction
•Become familiar with a process and protocol for examining student data
•Learn a scaffold for differentiating instruction
•Plan lessons
•Build communication skills with parents

Coaching and Observation Strategies
Research has shown that beginning teachers, for the most part, want to have someone observe them teach. One goal of our model teacher process is to instill professional norms where teachers welcome another set of eyes in the classroom and are comfortable with the observation data collected by a model teacher, coach, or another colleague. These observation data can become invaluable stimuli for teacher learning and development. Our Coaching and Observation Strategies, supports the model teacher in conducting classroom observations by offering step-by-step process using a number of tools and protocols, along with suggestions for engaging in meaningful conversation about data.

The Coaching and Observation Strategies focuses on the following topics
•Review the coaching cycle
•Learn the planning and reflecting conversation protocol
•Use professional teaching standards to guide data collection
•Develop skills in collecting and analyzing data
•Learn to use observation tools
•Give strategic feedback using language of support

We invite model teachers to experiment with their beginning teachers as they engage in these collaborative processes. We encourage model teachers to invite new teachers to be curious, to hold high expectations for themselves and the beginning teachers, and to embrace these professional dialogues as opportunities to question, to learn, and to grow.

## 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.**

Based upon research, it is essential to develop a clear and specific description of the Instructional Coaching Model to build coherence across the district. Below you will find a clear and specific description of North Cedar's leadership roles and duties.

**Curriculum & Professional Development Leader: 1 position**
**Timeframe**: full time
**Purpose**: To promote implementation of Common Core and state standards by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly. Duties include but are not limited to:
• Give final approval for all classroom teachers' career plans
•Meet with principals at each level once per week to
• Establish, discuss, and carry out building initiatives
•Share best practice research
•Analyze school data
•Discuss and narrow down curriculum and instruction
•Discuss social media and education trends
•Discuss effective implementation of technology
• Meet with instructional coaches once every two weeks individually to:
• Review classroom teacher goals
•Review feedback sheet classroom teachers are completing following each in-service
•Assist with carrying out building initiatives and professional development
•Discuss ways to facilitate a better understanding of the structure of the written, taught, and tested curriculum for classroom teachers
•Provide resources for classroom teachers
•Demonstrate planning and instruction for classroom and model teachers
•Meet once a month with both instructional coaches together
• Meet with model teachers (13 district wide) twice a year:
• Within the first six weeks meet to review classroom teachers career plans that are connected to building initiative
•Meet again during the last trimester to review and discuss classroom teachers career plans and progress made
•Review results from Teacher Leadership Compensation Survey

**Instructional Coaches: (1 (K-6) position and 1 (7-12) position)**
**Timeframe**: full time
**Purpose**: To support the implementation of effective instructional strategies. Duties include but are not limited to:
• Approve classroom teachers' plan and forward to professional development coordinator for final approval
•Meet with curriculum and professional development leader once every two weeks to:
• Review classroom teacher goals
•Review feedback sheet classroom teachers are completing following each in-service
•Assist with carrying out building initiatives and professional development
•Study research-based classroom strategies based off of district wide student data and explore which instructional methodologies are appropriate for our school
• Meet with model teachers once every two weeks to:
• Discuss instructional strategies to bring into the classrooms
•Provide resources for classroom teacher
•Review feedback sheet classroom teachers are completing following each in-service
• Meet with every classroom teacher (18 teachers per instructional coach) a minimum of four times per year:
• Review career plan
•Oversee relationship between model teacher and classroom teacher

**Model Teacher (13 positions)**
**Timeframe**: One day per week; either 2 half days or 1 full day

**Purpose**: A model teachers is given the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. Duties include but are not limited to:

- Meet with curriculum and professional development leader twice a year to:
- Review classroom teacher goals
- Assist with carrying out building initiatives and professional development
- Provide resources for classroom teachers
- Demonstrate planning and instruction for classroom teachers
- Meet with instructional coaches once every two weeks to:
- Discuss instructional strategies to bring into the classrooms
- Provide resources for classroom teacher
- Review feedback sheet classroom teachers are completing following each in-service
- Meet with classroom teacher during professional development time every other week to:
- Analyze formative and summative student achievement data
- Assist classroom teachers with the use of data to improve student learning
- Review feedback sheet teachers are completing discussing next steps and share information with instructional coaches
- Discuss Teacher Leadership Compensation Survey
- Support the implementation of effective instructional strategies
- Once a week, model teachers and classroom teachers work collaboratively to examine the work of students in teachers' classrooms to discover student learning needs and determine how best to address them. Model teachers may also use this time to help initial teachers implement new teaching methods, by demonstrating a lesson, co-teaching, or observing and giving feedback.

**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.**

A selection committee, which includes teachers and administrators will accept and review applications for assignment or reassignment to a teacher leadership role. The committee will also review walk-through data shared by building principals and make recommendations regarding the data and application to the superintendent. Applicants will demonstrate distinguished behaviors and responses for the identified criteria using the following rubrics to measure effectiveness and professional growth.

The formal interview will include the identified criteria:

- **Effectiveness** - in the areas of collaboration, assessment and instruction, and family and community
- Collaborates with colleagues to use assessment data findings to promote changes in instruction and practices to improve student learning.
- **Professional Growth** in the areas of collaboration, professional development and family and community
- Demonstrates development towards a collaborative culture within the school through listening, presenting ideas, leading discussions, clarifying, mediating, and identifying needs.
- Understands and applies knowledge gained through research to promote, design, and facilitate job-embedded professional development learning aligned with school improvement goals.

North Cedar believes our district's rigorous selection process including walkthrough data and rubrics, as described above, will allow us to determine suitability for the lead teacher roles.

**Effectiveness Rubric**

| Developing | Basic | Proficient | Distinguished |
|---|---|---|---|
| Teacher rarely or never uses assessment data with classroom teachers to assess his/her own learning.<br><br>*Possible Observables:*<br>Teacher does not provide assessment data and/or an opportunity for classroom teachers to set goals. | Teacher occasionally uses assessment data with classroom teacher to assess his/her own learning, determine learning goals and monitor progress over time.<br><br>*Possible Observables:*<br>Teacher provides benchmark assessment data and supports classroom teachers in setting and monitoring learning goals. | Teacher frequently uses assessment data with classroom teachers to assess his/her own learning, determine learning goals and monitor progress over time.<br><br>*Possible Observables:*<br>In addition to basic, teacher assists classroom teachers with using classroom-based assessments as a source of data for teachers and students to set and monitor learning goals for each unit. | Teacher leader consistently uses assessment data with classroom teachers to assess his/her own learning, determine learning goals and monitor progress over time.<br><br>*Possible Observables:*<br>In addition to proficient, teacher leaders assist classroom teachers with using classroom-based assessments as a source of data for teachers and students to set and monitor learning goals weekly throughout each unit. |

**Professional Growth Rubric**

| Developing | Basic | Proficient | Distinguished |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Teacher rarely or never develops or sustains professional and collegial relationships for the purpose of personal, student, staff,or district growth. Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning. | Teacher develops limited professional relationships for the purpose of personal, student, staff or district growth. Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions. | Teacher develops and sustains professional relationships for the purpose of student, staff or district growth. Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work. | Teacher leader develops and sustains professional relationships for the purpose of student, staff or district growth. Teacher leader serves as a mentor for others' growth and development. Teacher leader makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, and conducting action research. Teacher leader serves as a model and mentor occasionally leading collaborative work. Teacher leader collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice, student and teacher learning. |
| *Possible Observables*<br>Teacher works in isolation, only attends required professional development meetings, and avoids conversations about his/her learning. Teacher does not reflect on his/her teaching or is not accurate about its effectiveness. Teacher avoids interaction with administrators or indicates they are only welcome on formal evaluation. | *Possible Observables*<br>Teacher participate in formal and informal meetings about teaching and learning. Teacher acknowledges differences in evidence of student learning. Teacher shares resources with other staff members. Teacher focuses on student achievement during collaboration time. | *Possible Observables*<br>In addition to basic, teacher seeks and takes advantage of opportunities for continuous growth. Teacher reflects on teaching with colleagues, recognizes ineffective aspects that were not effective and identifies ways to improve. Teacher engages in reflective conversations about his/her professional growth. | *Possible Observables:*<br>In addition to proficient, teacher leader sets and works towards common instructional practice goals with staff. Teacher leader is able to pose inquiry questions to staff to stimulate professional dialogue. Teacher leader pursues specific goals and identifies relevant ways to learn, including networking and professional organizations. Teacher leader engages in reflective conversations regarding his/her professional growth, recognizes ineffective aspects and identifies ways to improve. |

## Narrative

**Using Part 7 application narrative from Year 1?** Yes

**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.*

North Cedar believes the purpose of professional development is to provide a structured, supportive, and collaborative environment to promote professional growth that will further the district's comprehensive school improvement plan (CSIP) goals in order to increase student achievement. North Cedar's Operating Principles focus on curriculum, instruction and assessment. Our TLC plan will utilize teacher leaders through the Iowa Professional Development Model to improve our district's current professional development cycle by implementing the following:

- The curriculum and professional development leader will promote implementation of Common Core and state standards through adopted curriculum by assisting teachers in dissecting standards and on-going data to guide identification of essential knowledge and skills. The professional development coordinator will lead conversations to engage teachers in analyzing and using student data to inform and strengthen instruction.
- Instructional coaches will support colleagues with implementing effective teaching strategies. This help might include giving teachers ideas for differentiating and improving instruction or planning lessons in partnership with fellow teachers. Instructional coaches will study research-based classroom strategies based on district wide student data; explore which instructional methodologies are appropriate for our school; and share findings with colleagues.
- Model teachers will offer the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. Model teachers will also help classroom teachers implement new ideas, often by demonstrating a lesson. The model teachers' role will also include guiding professional development as well as co-teaching, observing and giving feedback in teacher's classroom.

**Professional Development that Increases Student Achievement: Foundations of the Model**

1. The focus is on instruction and curriculum. Theory is present underlying the instructional strategy or model selected for staff development. The strategy or model:

- directly addresses student achievement in an academic area (deep content knowledge in reading, math, science, etc.)
- has a research base (evidence of improved student achievement across settings, across time, and for all students).

*(Bransford, Brown and Cocking, 1999; Calhoun, 1994; Kennedy, 1990, 1999; Joyce and Showers, 2002; Schmoker, 1996; Slavin and Fashola, 1998)*

2. The study of implementation is built in as a routine. The faculty studies student data related to the content of professional development.*(Joyce and Calhoun, 1996; Joyce and Showers, 2002; Slavin, 1996)*

3. All site and district personnel responsible for instruction participate in the professional development. All teachers are included and the principal is heavily engaged in all aspects of the initiative. District administrative personnel and the teacher leaders are involved in training and in providing follow-up.*(Elmore, 2000; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 1989; Slavin, 1996; Wallace et al, 1984, 1990)*

4. Goals focusing on student learning provide the direction for staff development efforts. There is a clearly identified need based on student data and district's long-range and annual improvement goals as described in the CSIP. The strategy or model selected for staff development will be interpreted/applied in the classroom settings. The desired teacher behaviors and the desired student behaviors will be laid out in the professional development training. *(Bernhardt, 1998; Rosenholtz, 1989; Schmoker, 1996)*

5. Intensive professional development is provided. In addition to presentations of information and theory about the instructional strategy, participants are provided with multiple demonstrations modeling the use of the strategy and opportunities to practice using the instructional strategy demonstrated. Professional development is sustained over time. The initiative is designed to last until implementation data indicates the teachers are implementing the strategy accurately and frequently in order to meet student performance goals are met. *(Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et al., 2002; Wallace, LeMahieu, and Bickel, 1990)*

6. Collaboration is built in with opportunities for teachers to work together with model teachers on a regular basis. The professional development initiative should be taken into consideration as part of the day-to-day work of teaching. The focal point of professional development planning and implementation is at the building level. Adequate time is provided for workshop experiences and workplace supports, ie., planning together, rehearsing and observing lessons (coaching/modeling), practicing strategies in the classroom, and collecting, analyzing and discussing data. *(Fullan and Hargreaves, 1991; Lieberman and MIller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987)*

7. The initiative is built in ongoing follow-up support, and technical assistance provided by the Professional Development

Coordinator, Instructional Coach or Model Teacher provides ongoing technical assistance. This technical assistance occurs regularly in classrooms and in the workshop setting. *(Joyce and Showers, 2002; Rosenholtz, 1989; Showers, 1982, 1984)*

8. Formative evaluation ensures the regular and systematic collection of data is relevant to stated goals (student progress, implementation of innovations, etc.) and summative evaluation provides information about the cumulative impact of a planned change on student learning. Data collected during formative evaluation process may also be used in the summative evaluation. When student need is driving the planning and design of staff development, data on student response to the content of staff development is essential throughout the process. *(Calhoun, 2001; Hertling, 2000; Yap et al., 2000)*

**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.**

In the North Cedar Community School District TLC Plan, the district will determine the impact/effectiveness of the TLC Pan using the following short term measures. Our TLC Plan is focused on the individual classroom teachers' career development plan and the measurement of the impact and effectiveness of our plan begins here. The classroom teacher will work with his/her model teacher in the development of the career development plan within the first two weeks of the school year. This career plan must include measurable action plans indicating how the classroom teacher plans to improve in areas focused on the state and district goals.

At North Cedar we feel our district goals reflect the state goals. Our district goals are to elevate reading fluency, implement the RtI process, use Assessment for Learning to measure teaching effectiveness, Standards-Based Grading of Competency-Based Learning, and effective implementation of technology into the classroom. The career plan will contain measurable action plans and meet the initial approval of the model teacher. This plan will be shared with the curriculum and professional development coordinator, who will review the plan with the classroom teachers' instructional coach.

One role of the curriculum and professional development leader and the instructional coaches will be to give final approval of the career plan to the classroom teacher. This input from all leaders gives us continuity and consistency within our district which we feel is critical in producing what we refer to as our "common language" when addressing goals and how to meet them.

Measuring the impact and effectiveness on a short term basis will begin with the self-reflection of the teacher in the form of a feedback sheet, which is also used as feedback for our PLCs. The self-reflection will foster a consistent and on-going conversation between the classroom teacher and his/her model teacher. At the end of each school year, the classroom teacher will complete a final self-reflection. This information will allow North Cedar to evaluate the effectiveness of our full program and make appropriate changed as needed.

At North Cedar we feel that measures of impact and effectiveness need to be as immediate as possible for the benefit of the classroom teacher. Every two weeks on early release days the classroom teacher will meet with his/her model teacher during the set collaboration time or at some other time mutually agreed upon as long as it is within a two week time frame. This constant conversation will allow the plan to be monitored and adjusted to fit the needs of the classroom teacher as well as maintain a constant focus on the goals of the district.

We feel the keys to measuring effectiveness are in the self-reflection of the teacher on the established career development plan, the time to collaborate with his/her model teacher, the ability to receive immediate and consistent feedback from the model teacher and instructional coach, and making the necessary adjustments based on the self-reflection and feedback from the model teacher. A specific example of a measure of success with regards to the RtI process would be a decrease of students in Tiers II and III.

Each instructional coach will be working with 6-7 model teachers. If any adjustments need to be made to an individual's career plan, it is initially approved and negotiated between the classroom teacher and the model teacher who submits the adjustment to the instructional coach he/she is working with for a final approval. The classroom teacher is also allowed to make adjustments if he/she feels the model teacher is not being effective.

The long term measures of the impact and effectiveness of the TLC Plan for the district will be from a variety of sources. The first source will be in the form of anonymous surveys filled out quarterly by both the classroom teacher and the model teacher and one final anonymous survey at the end of the school year. The survey will give the teachers, leaders, and administrators the information they need to evaluate the impact and effectiveness of the TLC plan as well as define any adjustments that need to be made to the plan for the following year. This survey will be designed locally to fit the needs of the district and focused on achieving district goals directly related to academic achievement. The second source for this measurement will be in the form of academic achievement on district assessments. The two main sources of information will come from Dibels (fluency) and MAP tests along with the Iowa Assessments and Smarter Balanced assessments. Any improvement in teaching quality should and must improve academic achievement by our students. This elevation in achievement is our most important goal and is a direct result of improved classroom teaching, which is the aim of our TLC Plan.

As mentioned previously the monitoring of the plan will be achieved through the constant conversations between teachers and leaders in order to define how career plans will be followed, updated, and adjusted. Academic achievement ultimately gives us a clear picture of success or lack of it and it is this measure which will provide us with the data to make the necessary adjustments to our plan.

The major adjustments to the plan will be the devotion of time to more critical areas that are needed. From data gathered through teacher surveys and test results, the curriculum and professional development leader along with the two instructional coaches may adjust the plan by assigning more time for the model teacher to spend with a struggling teacher. This decision

must be approved by the building principal.  Adjustments to the plan will be driven by the failure of teachers to complete action plans which results in an unsuccessful career development plan as measured by the model teacher working with the instructional coaches.

**Using Part 9 application narrative from Year 1?** No

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

Capacity

The North Community School District has a culture and climate of striving for continuous improvement. As with many small districts, our teachers already wear many “hats” and have already taken on leadership roles; therefore, the foundation to begin and sustain a solid TLC plan is in place. Teachers have been willing to step up and lead without much training and little compensation. Our TLC plan will provide structure and guidance for our teacher leaders.

Our school district has a good mix of veteran and new career teachers with varied skill sets that we anticipate will apply for these leadership positions. Our district also has a history of shared leadership and collaboration between administrators and teachers, especially in the area of professional development. We also have two teacher groups attending the Leadership for Continuous Improvement training at Grant Wood AEA. Teachers are given release time to attend self-selected literacy, content area, technology, and other training offered out of district during the school year.

North Cedar currently has the following initiatives, structures, and processes in place that align with our TLC goals:

Initiatives

•MTSS
•FAST/Iowa TIER
•MAP Assessment
•1:1 Technology

Structure

•PBIS
•PLC
•Iowa Core embedded curriculum
•New Teacher induction program
•GWAEA partnership

Processess

•Teacher evaluation process
•PD grounded in Iowa Professional Development Model
•Building/District Leadership Teams
•Individual Professional Development Plan
•Rigorous selection process

Sustainability

North Cedar Community School District’s TLC plan has the support of the following groups. Each of these groups will also have responsibilities for sustaining support for the program.

*School Board*: Our school board members have been made aware of our plan and have verbally indicated their support for it. We will continue to maintain this support by making TLC a regular portion of each board meeting. Board members will be able to see the benefits to our students that are a direct result of this program.

*Superintendent*: The superintendent is completely committed to the proposed TLC plan. He has been a part of all the planning meetings and has taken an active role in the writing of our plan. The superintendent will ensure appropriate professional development is made available, including role-specific training for each of our teacher leaders and whole staff trainings. The superintendent will also work with the North Cedar Education Association to address any contractual issues that may arise. Most importantly, the superintendent will actively support the day to day efforts of the teacher leaders with regular meetings.

*Building Principals*: Building principals are excited about the TLC plan and the possibilities it opens up for real long term teacher improvement. Both have expressed their deep commitment to carry out their roles. Building principals will foster a climate of support for our teacher leaders. In addition, they will develop a schedule that allows faculty to take advantage of the new resources that will come with our teacher leaders. The building principal will monitor and ensure that the strategies are being implemented with fidelity and that all information from the teacher leaders is being used properly by all faculty members.

*North Cedar Education Association*: The North Cedar Education Association has been a partner in this process since the very beginning. They will monitor the terms of the master agreement and ensure that our TLC plan adheres to the agreed upon master agreement language.

*Teacher Leaders*: These people have the most important responsibility in terms of sustainability. They will work with administration to ensure that the program is operating smoothly. They will make the level of commitment necessary to perform

their new roles in a way that demonstrates professionalism and desire to help all teacher improve their craft.
The monitoring and evaluation process described above will be a transparent process overseen by our administrative team, consisting of the curriculum director, two building principals, and superintendent. Our district also plans to seek assistance from the Grant Wood AEA when necessary to improve or provide professional development for our teacher leaders. Communication with stakeholders is a vital piece to sustainability; therefore, the district has plans to communicate regularly through the school website, district newsletter, local newspaper, and public forums to keep all stakeholders informed about plan implementation and effectiveness.

## 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** | 859.8 |

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

| | |
|---|---|
| **District Enrollment-Based Allocation** | $265,523.44 |
| **Total Allocation** | $265,523.44 |

## Part 10 - Budget Items

| **Use of TLC Funds** | **Amount Budgeted** |
|---|---|
| Amount used to raise the minimum salary to $33,500. | $5,234.00 |
| Amount designated to fund the salary supplements for teachers in leadership roles. | $115,250.00 |
| 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). | $58,500.00 |
| Amount used to provide professional development related to the leadership pathways. | $35,000.00 |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan. *These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.* | $51,539.44 |
| **Totals** | **$265,523.44** |

## Other Budgeted Uses - Description

| Item description | Amount budgeted |
|---|---|
| New Teacher Center Induction Program | $21,911.46 |
| Outside Consultants | $29,627.98 |
| | **$51,539.44** |

## Total Allocation Budgeted

**Total Projected Amount to be Expended** $265,523.44

*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 1?** No

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

The North Cedar Community School District believes implementing the Teacher Leadership Compensation Plan at our school will open the door to many more leadership opportunities for teachers and ultimately make a positive difference in our student achievement. This funding will allow us to create a system which compensates all teacher leader positions, trains and supports every teacher leader, and collects and shares data about the impact of all teacher leader positions on teachers and students. Our plan for the budget of 859.8 students (district enrollment) multiplied by $308.82 per student, equaling $265,523.44 for our teacher leadership program. We have allotted $5,234 to raising the minimum salary to $33,500. There are 6 teachers currently below this level. This increase will be another incentive for new teachers to join our district.

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:

**Curriculum and Professional Development Leader (1 FTE K-12)**

- $12,000 salary supplement
- $6,750 for 15 additional contract days estimating $450 per day
- A Curriculum and Professional Development will promote implementation of Common Core and state standards by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly. Detailed duties are included in Part 5.

**Instructional Coaches: (1 FTE (K-6) position and 1 FTE (7-12) position)**

- $18,000 salary supplement ($9,000 per Instructional Coach)
- $7,000 for 10 additional contract days estimating $350 per day
- $6,000 for training cost ($3,000 per Instructional Coach)
- An instructional coach will support the implementation of effective instructional strategies. Detailed duties are included in Part 5.

**Model Teachers: (13 positions, 1 day per week)**

- $52,000 salary supplement ($4,000 per Model Teacher)
- $19,500 for 5 additional contract days estimating $300 per day
- $26,000 for training cost ($2,000 per Model Teacher)
- $58,500 for substitute coast (estimating $125 per day with each teacher out of the classroom 1 day every week to assist teachers)
- A model teachers is given the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. Detailed duties are included in Part 5.

The remaining funds not used by the positions above total $51,539.44. We intend to use these funds for two main purposes. The first purpose will be to put $21,911.46 toward the Teacher and Induction program we belong to with Grant Wood AEA. This program provides high quality mentoring and induction practices that support teacher retention, teacher development, and improved student learning. The second purpose is to spend the remaining $29,627.98 on outside consultants that will be in our district once a month working with our teacher leaders. These consultants will provide the Teacher Leaders expertise in the key areas of our district initiatives.

We see at least 25% of our teachers involved in teacher leadership roles beyond the initial and career teacher levels. Within our small district, our teachers are used to taking on additional leadership roles, this TLC grant would give these teachers the additional time needed in each classroom to make systemic change in our district. We already have several teachers that are very interested in additional leadership opportunities in the district and these teachers are also interested in additional professional development opportunities this summer to increase their own expertise and knowledge in instructional practices that increase student achievement. We strongly believe that it will be through this collaborative effort that we will make a positive difference in our building's student achievement growth and are ready and willing to be a part of this teacher leadership grant!

## Assurances

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

| | |
|---|---|
| **Minimum Salary** **The school district will have a minimum salary of $33,500 for all full-time teachers.** | Yes |
| **Selection Committee** **The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.** | Yes |
| **Teacher Leader Percentage** **The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.** | Yes |
| **Teacher Compensation** **A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan.** | Yes |
| **Applicability** **the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.** | Yes |