



Application

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

140424 - Teacher Leadership and Compensation (TLC) System

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/16/2015 9:34 AM

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## Primary Contact

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**First Name\*** Ranae Sipma  
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City State/Province Postal Code/Zip

**Phone:\*** 712-336-3902  
Phone Ext.

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

**Fax:**

**Agency**

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## Organization Information

**Organization Name:** North Union Community School District

**Organization Type:** K-12 Education

**DUNS:**

**Organization Website:**

**Address:** 203 Fifth St North  
  
Swea City Iowa 50590  
City State/Province Postal Code/Zip  
**Phone:** 515-272-4361  
Ext.  
**Fax:** 515-272-4391  
**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Matt Berninghaus  
**Title** Superintendent  
**Organization** North Union Community School District

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

**Address** 600 4th Avenue

**City/State/Zip\*** Armstrong Iowa 50514  
City State Zip

**Telephone Number** 712-868-3590

**E-Mail** mberninghaus@northunion.k12.ia.us

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.  
If you are an individual, please provide your First and Last Name.*

**Name** Erin Rogers  
**Title** Business Manager

**Organization**

**Address**

**City/State/Zip** Iowa  
City State Zip

**Telephone Number**

**E-Mail**

County(ies) Participating, Involved, or Affected by this Proposal	Emmet County, Kossuth County, Palo Alto County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	1, 4
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	2, 7, 8
<i>District Map</i>	

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## Minority Impact Statement

### Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

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

If YES, present the rationale for determining no impact.

**Teachers have the opportunity to apply for any position they wish. The selection process does not discriminate any applicant.**

### Certification

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

Name of Person Submitting Certification. **Matt Berninghaus**

Title of Person Submitting Certification **Superintendent**

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## Recipient Information

District **North Union Community School District**

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

County-District Number **32-0333**

*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.*

Honorific

Name of Superintendent **Matt Berninghaus**

Telephone Number **712-868-3590**

E-mail Address **mberninghaus@northunion.k12.ia.us**

Street Address **600 4th Avenue**

City **Armstrong**

State **Iowa**

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

Zip Code **50514**

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## TLC Application Contact

Honorific

Name of TLC Contact **Matt Berninghaus**

Telephone Number **712-868-3590**

E-mail Address **mberninghaus@northunion.k12.ia.us**

Street Address **600 4th Avenue**

City **Armstrong**

State **Iowa**

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

Zip Code **50514**

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## Demographic Profile

October 2014 Certified Enrollment **421**

October 2014 Free/ Reduced Lunch % **39**

AEA Number **8**

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

TLC Model Number **Model 3 Comparable Plan**

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## **Narrative**

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

The mission of the North Union School District is to “build a foundation for lifelong learning”. The vision of the North Union School District (NU) is to use the teacher Leadership and Compensation Plan (TLC) program to attract new, effective teachers to the district (this includes raising base salary to \$33,500), give current teachers a chance to assume leadership roles, expand the rigor of our professional development and most importantly, increase student achievement.

Our district has successfully implemented and sustained other initiatives. They include:

- PBIS
- Reading First
- RTI
- Implementation of Formative Assessment system for Teachers (FAST)
- Project-Based Learning
- Iowa Core

We are confident that our infrastructure will meet the requirement and needs to sustain the TLC initiative.

As stated previously, the most important goal for our district is to increase student achievement. In order to accomplish this task, it is vital that our teachers are equipped with research –based strategies and support. The North Union School District shares the goals outlined by the Department of Education’s Teacher Leadership and Compensation initiative. We believe that it is important for our district to provide opportunities for our teachers to assume more leadership roles and involvement in providing increased rigor in our professional development. This will have a direct impact on student achievement.

Our TLC plan is a natural next phase in reaching the goals we have set to accomplish.

**Goal #1: Attract and Retain Effective Teachers (including increase base salary to \$33,500).**

Our district has 33 full time staff. 15% of the staff is currently not at a base salary of \$33,500. This does directly impact our district ability to attract and retain effective teachers. Fourteen teachers have been with our district for more than ten years; however, we do have eight teachers who have only been with us 1-3 years. With a predominantly veteran staff, our concern is the loss of their expertise. As a small, rural community we face a variety of variables that impact our ability to recruit. This is especially true in specialized teaching areas where there is only a minimal applicant pool.

It is very important to have a strong support system for the teaching staff. By expanding teacher leadership roles, the district is offering an incentive for retaining quality teachers. New teachers, in return, will receive support from the teacher leaders. This should have a positive impact on helping retain them in our district.

The district does currently have in place a mentor program for 1<sup>st</sup> year and 2<sup>nd</sup> year teachers.

**Goal #2: Increase teacher collaboration**

Our TLC plan addresses the need make improvements in the district mentoring program and Professional Learning Communities. The plan will empower ongoing professional growth by providing teachers with structured collaborative time. During this time they will meet as support groups to develop and implement new researched-base instructional strategies focused on improving student learning. The PLC’s will incorporate Richard DuFour’s process for accountability. Model teachers will be hired from among present staff through a competitive application selection process. Model teachers will facilitate the PLC’s.

**Goal #3: Professional Growth**

Our plan will reward professional growth and effective teaching. A system will be put in place for a teacher to share their expertise through expanded leadership roles. We have identified five areas of leadership in which we believe will have the biggest impact on student learning. They are: technology, modeling of effective strategies, focus on Iowa Core, rigorous professional development aligned with student needs, continued support and training in current initiatives.

**Goal #4: Improve Student Achievement**

This goal correlates with the district mission “building a foundation for lifelong learning”. Through a rigorous, focused professional learning structure, teachers will continue to develop their skills in utilizing data driven data in making instructional decisions. This will positively impact student achievement on the Iowa Assessments. Interested applicants will apply for leadership positions. The selection committee will follow a rigorous selection process and make recommendations regarding the applicants to the superintendent of the school district.

**North Union Proposed Teacher Leadership Plan**

- **6 Model Teachers (3 – HS and 3 – Elem)**  
100% teaching load
- **1 Technology Integrationist**  
0% teaching load
- **2 Curriculum and Professional Development Leaders (1- HS 1 – Elem)**  
HS - 100% teaching load  
Elem - 50% teaching load
- **2 Internal Coaches (1-HS 1- Elem)**  
100% teaching load
- **2 Student Services Lead Teachers (1-HS 1 – Elem)**  
100% teaching load

This would be a total of 13 teacher leaders out of a staff of 33 (39%).

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

TLC Model Number

Model 3 Comparable Plan

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**Narrative**

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

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

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

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

North Union School District has gone through many changes during the past four years. Our small, rural, Northwest Iowa district is unique. With consolidation with one district (Sentral) and whole grade sharing with another (North Kossuth) our school does not have a central location. Elementary grades (Pre-K – 5) are located in Fenton. Our middle school students (6-8) attend North Kossuth, while our high school comprises of students from our district and North Kossuth. The high school facility is located in Armstrong.

North Union School District has been able to establish Professional Learning Communities at the high school level. The district is excited to have the opportunity to implement a comprehensive teacher leadership plan throughout the district.

The North Union Teacher Leadership and Compensation Committee has gone through an extensive planning process to create an effective, sustainable plan which will meet the goals established by the Teacher Leadership and Compensation System. The team worked collaboratively to create a plan that has buy-in from teachers, parents, administrators, and our school board. Below are steps we took to inform, gather input, learn, engage stakeholders, and write our teacher leadership plan. Based on our work, feedback from stakeholders, and PLCs already in place within our district, we are excited and confident that our planning process has equipped our school community to successfully implement the goals set forth by our TLC plan.

#### Beginning Stage

1. Administrators led building-level staff meeting to share background information about TLC (requirements, goals and planning processes). Building teachers indicated strong support for moving forward with the process.
2. The representative TLC planning team was created. It was made up of: one elementary teacher, one high school teacher, one parent, High School Principal, Superintendent and 2 representatives from the Education Association.

#### Writing/Revising the Grant, Ongoing Communication, and Determining Buy-In

1. The chairperson of the committee developed an outline of meeting dates and agendas for the process.
2. At the first meeting, the committee reviewed the use of the planning grant and the state goals (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; and improve student achievement).

In developing the district vision and goals, the committee reviewed the following data: Iowa Assessment data, EEO data, data on teachers' years in district and data regarding where the district is at regarding the \$33,500 base salary. Our district has 33 full time staff. 15% of the staff is currently not at a base salary of \$33,500. This does directly impact our district ability to attract and retain effective teachers. Fourteen teachers have been with our district for more than ten years; however, we do have eight teachers who have only been with us 1-3 years. With a predominantly veteran staff, our concern is the loss of their expertise. As a small, rural community we face a variety of variables that impact our ability to recruit. This is especially true in specialized teaching areas where there is only a minimal applicant pool.

1. The committee utilized the Heartland Teacher Leadership and Compensation Plan Grant Application Workbook and their guide. The committee went through the workbook one part at a time. Prior to each meeting, assignments/readings were given to each member. Handouts from the workbook were utilized. Guidance was also provided by Prairie Lakes AEA and other districts.
2. The committee met weekly for nine weeks, dissecting each part of the grant application, writing multiple drafts and making continual revisions as concerns were discussed/expressed.
3. During this time, the TLC planning team also conducted information meetings in each building to keep staff updated and receiving feedback. Over 75% of staff expressed an interest in applying for a leadership position.
4. The School Board was kept informed about the process and gave support.

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## Narrative

Using Part 2 application narrative from previous submission?

No

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

**State Goals:**

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

The mission of the North Union School District is to “build a foundation for lifelong learning”. The vision of the North Union School District (NU) is to use the teacher Leadership and Compensation Plan (TLC) program to attract new, effective teachers to the district (this includes raising base salary to \$33,500), give current teachers a chance to assume leadership roles, expand the rigor of our professional development and most importantly, increase student achievement. We believe the TLC grant will provide us with an avenue to meet our mission and vision.

District Goals:

- All students will be proficient in reading
- All students will be proficient in mathematics
- All students will be proficient in science
- All students will use technology in developing proficiency in reading, mathematics and science.
- All students will feel safe and connected to school.

Data Points:

- Iowa Assessment
- Formative Assessment System for Teachers (Fast)
- Grade level percent proficient in:
  - Reading (2<sup>nd</sup>-67% 3<sup>rd</sup>-81% 4<sup>th</sup>-76% 5<sup>th</sup>-63% 9<sup>th</sup>-73.5% 10<sup>th</sup>-94.1% 11<sup>th</sup>-84%)
  - Math (2<sup>nd</sup>-67% 3<sup>rd</sup>-94% 4<sup>th</sup>-90% 5<sup>th</sup>-75% 9<sup>th</sup>-61% 10<sup>th</sup>-94% 11<sup>th</sup>-88%)
  - Science (2<sup>nd</sup>-72% 3<sup>rd</sup>-89% 4<sup>th</sup>-95% 5<sup>th</sup>-93% 9<sup>th</sup>-71% 10<sup>th</sup>-90% 11<sup>th</sup>-93%)
- Retaining new teachers (24% 1-3 years in district; 9% 4-5 years; 24% 6-10 years, 42% more than 10 years)
- 15% of staff not at a base salary of \$33,500

Data trends indicate a need for:

- ü Increased emphasis on reading comprehension (2<sup>nd</sup>—5<sup>th</sup> and 9<sup>th</sup>)
- ü Providing more rigor and structure to mentoring and induction program
- ü Comprehensive and job-embedded professional development pertaining to curriculum, instruction assessment, and tech integration

Our TLC plan goals are:

**Goal #1: Attract and Retain Effective Teachers (including increase base salary to \$33,500).**

The TLC grant will assist in increasing base salary to \$33,500. The district already has a Mentor/Induction program in place for 1<sup>st</sup> and 2<sup>nd</sup> year teachers. Evaluation of current program showed a need for more rigor and structure.

These changes will be made to the current program.

TLC resources will target professional development and leadership opportunities which will lead to higher teacher retention and compensation. Our plan allows for 14 staff to become Teacher Leaders. Model Teachers will model exemplary teaching methods and instruction. Curriculum / Professional Development Leaders will work to improve instruction and improve student achievement within specific curriculum areas. They will also work directly with other teacher leaders to coordinate and design relevant, rigorous professional development

Evaluation of Goal: Mentor/mentee will be surveyed annually. Review teacher retention rates annually. Annually survey professional development effectiveness and Individual Professional Development Plans.

**Goal #2: Increase teacher collaboration – Model Teachers will facilitate PLCs utilizing Richard DuFour’s process for accountability.**

Evaluation of Goal: Collect and review all data regarding time spent modeling, observing providing feedback and collaborating with teachers.

**Goal #3: Professional Growth – The TLC plan will allow us to provide leadership in the five areas which we believe will have the biggest impact on student learning. They are: technology, modeling of effective strategies, focus on Iowa Core, rigorous professional development aligned with student needs, continued support and training in current initiatives.**

The district will have the following teacher leaders to assist in this area: Technology Integrationist will provide assistance with integrating technology into lessons and teacher training; Curriculum / Professional Development

Leaders will work to improve instruction and improve student achievement within specific curriculum areas. They will also work directly with other teacher leaders to coordinate and design relevant, rigorous professional development; Internal Coaches will coordinate J Term and assist teachers with designing rigorous project-based lessons that are aligned to the Iowa Core; and Student Services Lead Teachers are knowledgeable of PBIS, RTI and At-Risk. They will provide assistance to general education and special education teachers.

Evaluation of Goal: Trends over time should show increased effectiveness of teacher leaders.

**Goal #4: Improve Student Achievement** - The TLC plan provides a rigorous, focused professional learning structure in which teachers will continue to develop their skills in utilizing data driven data in making instructional decisions. This will positively impact student achievement. All Teacher Leaders listed below will have direct impact on this goal.

Evaluation of Goal: Analyze student achievement data looking for trends over time (Iowa Assessments).

#### North Union Proposed Teacher Leadership Plan

- 6 Model Teachers (3 – HS and 3 – Elem)  
100% teaching load
- 1 Technology Integrationist  
0% teaching load
- 2 Curriculum and Professional Development Leaders (1- HS 1– Elem)  
HS - 100% teaching load  
Elem - 50% teaching load
- 2 Internal Coaches (1-HS 1- Elem)  
100% teaching load
- 2 Student Services Lead Teachers (1-HS 1 – Elem)  
100% teaching load

This would be a total of 13 teacher leaders out of a staff of 33 (39%).

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

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

The North Union School District will use the TLC plan to support and strengthen key initiatives in our district. The five teacher leader roles include specific responsibilities for connecting, supporting, and strengthening the district's key initiatives.

**Mentoring and Induction**

	Technology	Model	Internal	Curriculum
Student		Integrationist	Teacher	Coach
<b>PD Leader</b>	<b>Services</b>	<b>Lead Teacher</b>	<b>Connect</b>	<b>with new and</b>
available for	assist	w/ mentors	offer specific	training
beginning	peer	mentors as	concerning	continuing
(PBIS, RTI) to	teachers prior	observations	needed	
education	new teachers	to start of school yr.		
provide mentors	provide mentors	Support	for teachers through	able to model
best practices	with resources	provide face-to	face collaboration	training and online
resources		with resources		for new
		on Project-based	Learning	
teachers	<b>Strengthen</b>	provide updated	collaborate with	provide updated
provide updated	provide updated	resources and	resources and	staff after
resources	resources and	resources and	training	training for initial
observation		training		
teachers				

**Reading First / FAST**

	Technology	Model	Internal	Curriculum
Student		Integrationist	Teacher	Coach
<b>PD Leader</b>	<b>Services</b>	<b>Lead Teacher</b>	<b>Connect</b>	<b>plan and lead PD</b>
(PBL)		plan and lead	Communicate	
available for	peer	observations	PD for reading	state initiatives
incorporating reading	strategies	for teachers on	able to model	teachers
to staff	Support	on targeted	identifying needs and	reading strategies
work w/ staff to	work with teachers	data and needs	interventions w/in	implementing
and how to give	analyze student		that can be met	a RTI
lessons	<b>FAST</b>			through PD
framework	<b>Strengthen</b>	provide resources	collaborate with	
provide resources	provide	resources and	(including data	staff on research
based interventions	and assessment	feedback	additional	collection) and
additional training	and analyzing	FAST data		training

**Project-based Learning**

	Technology	Model	Internal	Curriculum
Student		Integrationist	Teacher	Coach
PD Leader (PBL) available for	Services plan and lead PD peer	Lead Teacher plan and lead observations	Connect PD	plan and lead PD
work w/ staff to	Support	for teachers on	able to model	organize J- Term
Lessons must be learning lessons that	develop rigorous project-based and components incorporating tech	lessons. Analyze aligned to	research, design, and data and needs Iowa Core	project-based implementing rigorous that can be met
through PD collect data and staff on PBL	Collect feedback feedback from	Strengthen of PD and J-Term. Share	provide resources additional information with	collaborate with training staff

**Iowa Core**

	Technology	Model	Internal	Curriculum	Student
	Integrationist	Teacher	Coach	PD Leader	Services
Connect	plan and lead tech workshops	available for peer observations	(PBL) plan and lead PD	plan and lead PD	Lead Teacher collaborate w/ spec.ed. And gen. ed. staff
Support	for teachers on technology integration	able to model implementation of Iowa Core concepts	organize J- Term Lessons must be project-based and aligned to Iowa Core	work w/ staff /PD committee to analyze student data and needs that can be met through PD	work with teachers on analyzing progress data
Strengthen	work to integrate Iowa Core principles through technology	provide feedback after an observation	collect data and feedback from J-Term. Share information with staff	Utilize IDM process to drive instruction and collect data for PD development	help design instructional/ behavioral strategies to improve student learning

	<b>Technology Integrationist</b>	<b>Model Teacher</b>	<b>Internal Coach (PBL)</b>	<b>Curriculum PD Leader</b>	<b>Student Services Lead Teacher</b>
<b>Connect</b>	plan and lead tech workshops	available for peer observations		plan and lead PD	plan and lead PD
<b>Support</b>	work with teachers in developing data collection formats	able to model PBIS strategies and explain RTI process		work w/ Student Services leaders to provide necessary training in PBIS strategies and RTI process	support teacher growth and reflective practices on PBIS, RTI and At-Risk issues
<b>Strengthen</b>	provide resources and additional training	collaborate with staff on PBIS and RTI		provide additional training and follow-up	provide resources and additional training

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

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

### Analysis of Current Mentoring Program

A committee of four evaluated the current North Union Mentoring Program using the guidelines outlined in High Quality Mentoring and Induction Practices resource. The current mentoring program takes place in house. The program is spiraled around helping new teachers become proficient in the Iowa Teaching Standards. At the end of the two year program, a professional portfolio will serve as evidence of meeting these standards.

There are currently many good things occurring within the mentoring program. They include:

- The program is a two year program for first and second year teachers
- The mentors are trained to focus on supporting instructional growth of mentees
- Moving toward data-driven decision making
- Professional development is differentiated
- There are expectations outlined for administrator's role in process
- Working on increasing collaboration

To prepare mentors, the district is using *Mentoring Matters: Learning-focused Conversations*. The book addresses the following modules with emphasis on both awareness and skill development:

1. The Mentor as Growth Agent: Developing Learning Skills: Focused Relationship
2. A Continuum of Learning – Focused Interaction: Consulting, Collaborating and Coaching
3. Maximizing Time and Attention by Attending Fully: Offering Support, Creating Challenge and Facilitating Professional Vision
4. Purposeful Paraphrasing: Planning, Problem-Solving and Reflecting Conversations
5. Crafting Mediation and Questions
6. The Planning Conversation Template
7. The Reflecting Conversation Template
8. The Problem-Solving Template

### Areas of Improvement Needed

Utilizing *Induction Resource – High Quality Mentoring & Induction Practices* from the New Teacher Center, the committee identified three areas of the mentoring program that need to be strengthened. They are currently addressed in general terms and the committee felt that specifics would improve the quality of the program. These areas are:

- Utilize a mentor selection process based on strong criteria
  - Criteria will include intra- and inter-personal skills, evidence of teaching practice, experience with adult learners, respect of peers, and knowledge of professional development.
- Increase / improve the ongoing professional development and support for mentors
  - Mentors are provided with the opportunity to attend ongoing professional development and training as it becomes available.
- Need for sanctioned time for mentors and mentees to meet.
  - They shall meet between 1.25-2.5 hours per week.

In addition to having a mentor the first two years, the TLC grant would provide the new teacher the additional support from a model teacher, a technology integrationist and leaders in the areas of curriculum, behavior supports, and project-based learning. These additional supports are there not only for the new teacher, but also for all the other teachers in the district.

We believe that by strengthening support for staff, we will be developing a culture that nurtures new staff and will have a positive impact on student achievement.

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## Narrative

Using Part 5 application narrative from previous submission?      No

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

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

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.**
  
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.**

## North Union Proposed Teacher Leadership Plan

After much consideration of our district needs, staff size, achievement data, and feedback from our stakeholders, the district will ensure that the base salary will be \$33,500. In addition, the following leadership roles were designed. Our TLC plan includes five categories of leadership opportunities in our district. These categories include Model Teachers (teachers who will model exemplary teaching methods and instruction), Technology Integrationist (teacher who provides assistance with integrating technology into lessons and teacher training), Curriculum / Professional Development Leaders (teachers who work to improve instruction and improve student achievement within specific curriculum areas. They will also work directly with other teacher leaders to coordinate and design relevant, rigorous professional development). Internal Coaches (teachers who coordinates J Term and assists teachers with designing rigorous project-based lessons that are aligned to the Iowa Core) and Student Services Lead Teachers (teacher who is knowledgeable of PBIS, RTI and At-Risk). This plan incorporates 42% of our teaching staff, which exceeds the minimum requirement of 25%.

### Model Teacher (6 3-HS 3-EL)

Length of Assignment: 190 day contract

Qualifications:

- Meets requirements of a career teacher
- Meets school district employee requirements
- Is evaluated by school district as demonstrating the competencies of a model teacher

Selection:

- Participation in a rigorous review process
- Selected by a site-based review committee

Participation Percentage:

- At least 10% of teachers in the school district shall be designated as Model Teachers.

Role:

- Model teachers teach full-time and serve as models of exemplary teaching practice.
- Facilitates PLCs
- Serve on Building Leadership Team (BLT)
- Review and collaborate on the C Plan
- Help plan and lead professional development

Extended Contract:

- Salary Supplement - \$2,000 per teacher

### Technology Integrationist (1)

Length of Assignment: 190 day contract

Qualifications:

- Meets requirements of a career teacher
- Meets school district employee requirements
- Is evaluated by school district as demonstrating the competencies of a model teacher

Selection:

- Participation in a rigorous review process
- Selected by a site-based review committee

Participation Percentage:

- 3% of the district's teaching staff will serve as the Technology Integrationist

Role:

- Will survey teachers for needs, seek out answers, plan and supervise technology program, and work with teachers
- Assist teachers with integrating technology into lessons & provide resources
- Research innovative approaches for student achievement
- Continually share new learning and best practices
- Communicate teacher needs to administration and teacher leaders

**Extended Contract –**

- Replacement teacher \$63,251

**Curriculum/PD Leaders (2 1-HS 1-EL)**

**Length of Assignment: 190 day contract**

**Qualifications:**

- Meets requirements of a career teacher
- Meets school district employee requirements
- Is evaluated by school district as demonstrating the competencies of a model teacher

**Selection:**

- Participation in a rigorous review process
- Selected by a site-based review committee

**Participation Percentage:**

- 6% of the district's teaching staff will serve as the Curriculum Leaders

**Role:**

- Routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practice within specific curricular areas (reading, mathematics and science).
- Builds understanding of content standards (Iowa Core)
- Support teacher growth and reflective practices
- Assists PD team in selecting PD content
- Leads PD team in collecting and analyzing data to make decisions related to professional growth
- Work with and train classroom teachers to provide interventions aligned by subject area
- Support instruction and learning through the use of technology
- \*Assist in the analysis of data and use of IDM
- Engage in the development, adoption, and implementation of curriculum and curricular materials
- Review and collaborate on the C Plan
- \*Plan and lead professional development
- Serve as a catalyst for reaching and achieving building goals
- Lead team to make decisions related to professional growth

**Extended Contract:**

- Salary Supplement - \$2,000 for HS position
- Replacement teacher for elementary - \$27,000

**Internal Coach (emphasis in Project-Based Learning) (2 1-HS 1-EL)**

**Length of Assignment: 190 day contract**

**Qualifications:**

- Meets requirements of a career teacher
- Meets school district employee requirements
- Is evaluated by school district as demonstrating the competencies of a model teacher

**Selection:**

- Participation in a rigorous review process
- Selected by a site-based review committee

**Participation Percentage:**

- 6% of the district's teaching staff will serve as the Project-Based Learning Leader.

**Role:**

- Leads Project-Based Learning team
- Leads J Term
- Support teacher growth and reflective practices on project based learning (aligned to Iowa Core)
- Facilitates / leads PD in accomplishing project-based learning initiative
- Foster a collaborative culture among staff

- Focus on practices that directly influence student learning
- Review/analyze data

**Extended Contract:**

- Salary Supplement - \$2,000 per teacher

**Student Services Lead Teacher (emphasis in At-Risk, Spec. Ed, PBIS, RTI) (2 1-HS 1-EL)**

**Length of Assignment: 190 day contract**

**Qualifications:**

- Meets requirements of a career teacher
- Meets school district employee requirements
- Is evaluated by school district as demonstrating the competencies of a model teacher

**Selection:**

- Participation in a rigorous review process
- Selected by a site-based review committee

**Participation Percentage:**

- 6% of the district's teaching staff will serve as the Student Services Lead Teacher

**Role:**

- Leads Climate/Culture team
- Offers specific training in behavior management
- Support teacher growth and reflective practices on PBIS, RTI and At-Risk
- Facilitates / leads PD in accomplishing PBIS and RTI initiatives
- Foster a collaborative culture among staff
- Model and co-teach lessons to facilitate job-embedded professional development around targeted interventions within an RTI-MTSS framework
- \*Focus on practices that directly influence student learning
- Collaborate with both special and general education staff members to analyze progress data and designing and implementing evidence-based instructional strategies to improve learning outcomes for students
- \*Review/analyze data

**Extended Contract:**

- Salary Supplement - \$2,000 per teacher

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

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The committee had many discussions regarding how to develop a rigorous selection process that would not be intimidating. The goal is to recruit and select the best classroom teachers for leadership positions. To assist the committee, time was spent studying the Teacher Leader Model Standards (ETS.org), The Center for Teaching Quality *Teacherpreneur Rubric*, the *Teacher Leader Self-Assessment* and the *Teacher Leadership Skills Framework* from the Center for Strengthening the Teaching Profession (CTPS).

They also reviewed exemplary selection process plans from 2013-14 TLC Grant applications. Using the models, the planning committee developed the following process for recruiting applicants, organizing the application process, and selecting teacher leaders.

#### **Selection Committee**

The purpose of the selection committees is to review all TLC applications and issue a recommendation to the superintendent. The selection committee shall be comprised of two teachers and two administrators. Teachers must have taught at least 3 years total & 1 year in district to be eligible to serve on the selection committee. All teachers will complete a confidential survey indicating 2 teachers they feel would be qualified in helping select teacher leaders. Utilizing this data the building principal shall make a recommendation to the Superintendent for the selection committee teacher members.

#### **Teacher Leader Selections**

Teachers must have taught at least 3 years total and 1 year in the district.

The teacher leader candidates will submit the following items to the Superintendent Office:

1. A Cover Letter highlighting the candidate's accomplishments with teaching and stating why they are seeking this position
2. A current resume.

This resume will be screened for evidence that the individual has continued their growth as a professional and sought out leadership opportunities in the past.

3. The candidate's 2015-16 Individual Career Develop Plan (ICDP) and year-end report.

4. Applicants will be asked to write a paragraph response to the eight teacher leader qualities. Through these responses the review committee members will evaluate the candidate's written communication skills and understand their philosophy as an educator and leader. The aim is to ensure that they have a strong teaching pedagogy, are a reflective practitioner, and understand the essential skills of teacher leaders including, collaboration, relationship building, and being a positive voice for change while working with resistance to that change. The 8 teacher leader qualities are:

- Work with adult learners and foster a collaborative culture to support educator development and student learning
- Work collaboratively with others to facilitate improvements in instruction and student learning
- Demonstrate knowledge of content and pedagogy and the ability to combine outcomes, and assessments into effective units of instruction
- Access and use research to improve practice and student learning
- Promote professional learning for continuous improvement
- Promote the use of assessments and data for school and district improvement
- Communicate effectively within the school and in outreach and collaboration with families and the community
- Practice systems thinking and a strong advocate for student learning and the profession

5. Candidates will participate in an interview. The focus of the interview will be to develop an understanding of the candidate as a leader. What leadership roles have they assumed in the past, why are they interested in a leadership role at this time, how do they envision themselves as a leader, and how can they work with other leaders to move the district forward?

Knowing that finding "fully-formed" candidates is unlikely, especially during initial implementation of a teacher leadership program, we will instead seek to find candidates who possess the ability and habits of mind to learn and grow into the position. Using the dynamic and multifaceted system above, we will gain a complete view of the teacher and their potential as a teacher leader.

#### **Final Approval**

The review committee will review applications and make a recommendation to the Superintendent. The

Superintendent will then make a final recommendation to the Board for TLC appointment.

If the Committee or Superintendent does not feel any applicant is qualified to fill a particular teacher leader position, the recommendation will be to leave the position unfilled.

#### Annual Review

North Union CSD will conduct a timely annual review of Teacher Leaders, which will include peer feedback, administrative evaluation and completion of the Teacher Leader Self-Assessment. Within this annual review, the Teacher Leader will have the option to reapply for their current leadership position or another leadership position if there is an opening.

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## Narrative

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

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

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

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

*[Click here To access the Iowa Professional Development Model page.](#)*

### Alignment with the Iowa Professional Development Model

North Union CSD utilizes the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

- 1) **Collecting and analyzing student data:** North Union District is constantly collecting and analyzing student data. Analyzing student data allows the district to see student needs and identify gaps and patterns in instruction. Through district leadership, the teachers are actively involved in analyzing the data. Teacher Leaders will assist with the collection of data and assist teachers in analyzing it.
- 2) **Goal Setting for Professional Development:** North Union CSD has Building Leadership Teams (BLT), which allow teachers to set the achievement goals of the building. These achievement goals become part of the district's APR. The TLC Grant will allow Teacher Leaders to become more involved in the process of identifying instructional strategies for PD and increased involvement in the development of goals in the CSIP. Teacher Leaders will help to ensure that goals are aligned with the data. Teacher Leaders will work with administration and PD committee to develop a PD program that focuses on not more than three areas. The Curriculum /PD Leaders will assist in chairing the PD committee.
- 3) **Selecting Content:** The district will choose content to study based on a review of research on curricular and instructional innovations, a review of current knowledge and district/school practices, alignment with the Iowa Teaching Standards, and documentation that the practices are research based. The individual expertise of the Teacher Leaders will help PD committee in the selection of practices to study. The Teacher Leaders will also be able to bring input from staff to the table.
- 4) **Design:** It is important that in the development of the Professional Development Action Plan that teachers have adequate time and support to learn and implement the new curriculum/strategy/assessment. Teacher Leaders will play a very important part not only in assisting with training on the scheduled professional development time, but also in providing any additional support that teachers may need beyond the scheduled professional development time.
- 5) **Ongoing Cycle:** North Union will, through the Teacher Leaders, be able to ensure that the professional development is more than a one-time event. The Teacher Leaders will be able to provide valuable assistance in modeling, observation and collaboration (PLC) to assist teachers in the ability to transfer new learning into the classroom. Teacher Leaders will assist in the collection of data to assist the PD Committee in evaluating the training and make any necessary adjustments for improvement.

Teacher Leaders will assist leading structured collaborative team meetings (PLCs). Implementation plans will describe strategy to be used in the classroom, frequency of implementation, fidelity of implementation and expectations. Teacher Leaders can assist in the development of the individual plans and monitoring of plans. Plans need to include formative assessments to determine student progress. The Formative assessment data can be used to determine future PD.

- 6) **Summative Evaluation:** In addition to the collection of formative data, North Union District will also collect summative data to help evaluate effectiveness of professional development. Teacher Leaders will assist in collecting and analyzing the data. This data will help determine future professional development. Faculty will be informed about outcome of PD effectiveness.

Teacher Leaders will help teachers understand the role of the Individual Teacher Professional Development Plan in the overall process: Planning for professional development will include working with teachers to align topics for personal professional development, therefore contributing to individual teaching roles.

This leads to sustainability and communication of ongoing progress in uniform ways. Teacher Leaders and the Administrative Team along with the BLT will drive the process for professional development during regularly scheduled meetings throughout the school year. They will be involved in the collection and assessment of student achievement data, sharing/analyzing data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and sharing and communicating with stakeholders.

Using Part 8 application narrative from previous submission?      No

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

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

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

The district has established short term and long term measures to determine the effectiveness of TLC plan.

**Goal #1: Attract and Retain Effective Teachers (including increase base salary to \$33,500)**

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>•Ensure all staff are at the minimum salary</li> <li>•Feedback for new teachers</li> <li>•Minutes from PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>•Survey mentor/mentee teachers annually</li> <li>•Review teacher retention rates annually</li> <li>•Survey professional development effectiveness annually</li> <li>•Individual Professional Development Plans</li> </ul>

The TLC grant will assist in increasing base salary to \$33,500. The district already has a Mentor/Induction program in place for 1<sup>st</sup> and 2<sup>nd</sup> year teachers. TLC resources will target professional development and leadership opportunities which will lead to higher teacher retention and compensation.

**Goal #2: Increase Teacher Collaboration**

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>•Review PLC minutes</li> <li>•Staff Collaboration Survey</li> </ul>	<ul style="list-style-type: none"> <li>•Collect and review all data regarding time spent modeling, observing, providing feedback and collaborating with teachers</li> </ul>

Model Teachers will facilitate PLCs utilizing Richard DuFour’s process for accountability.

**Goal #3: Professional Growth**

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>•Track percentage of teacher leaders in district</li> <li>•Staff surveys about the effectiveness of teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>•Trends over time should show increased effectiveness of teacher leaders.</li> </ul>

The TLC plan will allow us to provide leadership in the five areas which we believe will have the biggest impact on student learning. They are: technology, modeling of effective strategies, focus on Iowa Core, rigorous professional development aligned with student needs, continued support and training in current initiatives.

**Goal #4: Improve Student Achievement**

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>•Analyze student assessment data to determine instructional effectiveness (Iowa Assessments, MAP, FAST)</li> </ul>	<ul style="list-style-type: none"> <li>•Analyze student achievement data looking for trends over time (Iowa Assessments)</li> </ul>

The TLC plan provides a rigorous, focused professional learning structure in which teachers will continue to develop their skills in utilizing data driven data in making instructional decisions.

Monitoring of the plan will be done through the Building Leadership Team. This will occur at least twice a year. Goal #4 monitoring will involve all staff in the analysis of student data (under the guidance of the BLT). Short term adjustments can be made through BLT meetings in a timely manner, while adjustments regarding long term measures can be made annually. Any decisions made will be based on data.

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

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

North Union District has a strong infrastructure in place to support the TLC plan. The Building Leadership Team (BLT) follows the Iowa Professional Development Model. Data is used to determine the areas of focus to improve student achievement.

The TLC plan provides us with the opportunity to make changes that lead to continuous improvement. It would provide additional time and support for all staff members through implementation of our vision of Teacher Leadership.

Current Initiatives:

- PBIS – Four years ago the high school implemented PBIS. Staff were trained in PBIS and teacher trainers were established. When Armstrong-Ringsted consolidated with Sentral two years ago (now North Union School District), training expanded to the elementary.
- Reading First – The elementary (working with AEA) received special training in instructional strategies for improving reading. The staff also made changes to schedules in order to ensure maximum time was set aside for teaching reading.
- RTI- Time was set aside during professional development time for special education and general education teachers collaborate on the Tier system. This continues as the number of strategies and interventions increase/improve,
- Implementation of Formative Assessment system for Teachers (FAST) – Through the AEA, training was provided for elementary teachers as the change was being made from Dibels and BRI. Training continues today as needed.
- Project-Based Learning – Three years ago, the high school began developing lessons/units incorporating Project-Based Learning. Teachers were trained. This continues today and when Armstrong-Ringsted consolidated with Sentral two years ago (now North Union School District), training expanded to the elementary.
- Iowa Core – Time has been specifically set aside during professional development days for teachers to align district standards with Iowa Core standards. Teachers also are given time to study the data from University of Iowa (Iowa State Reporting) on how the district students are doing on the Iowa Core standards addressed in the Iowa Assessments.

Success of the Plan

North Union will continue to involve stakeholders in reviewing data, discussions survey results and comments/suggestions.

- Leadership roles will be strengthened with more specific roles and duties through the TLC plan/process.
- TLC plan provides funding for specific training for lead teachers (ex: coaching) which will positively impact staff.
- Through the plan, funding will enable staff to meet, discuss, plan and share more frequently than was possible previously.
- Curriculum and Professional Development leaders will have the time and resources available to share the most research-based strategies with staff.
- The plan helps support building relationships with parents and community based on student learning.
- The TLC plan provides for modeling of data-based decision-making.

The TLC plan provides for training opportunities for teacher leaders to prepare them for their new roles. Feedback and evaluation of our plan will assist in identifying concerns.

- The administration will provide vision and support for the plan. They will be responsible for communication between the Department of Education and the teacher leaders if there are any updates or changes to the TLC program. They will provide guidance and coordination throughout the process. They will communicate with stakeholders.
- The Building Leadership Team will collect feedback, respond to feedback and modify professional learning.
- Teacher Leaders will work with the administrative teach to ensure smooth transitions.

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## 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**

## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$5,247.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$25,648.00
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).	\$96,546.00
Amount used to provide professional development related to the leadership pathways.	\$4,197.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$131,638.00</b>

## Grant Allocation

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

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

Certified Enrollment Number **421.0**

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation **\$131,638.28**

Total Allocation **\$131,638.28**

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended **\$131,638.00**

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

Remaining Allocation to be Budgeted **\$0.28**

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## Budget Alignment

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

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

Our TLC plan goals are:

**Goal #1: Attract and Retain Effective Teachers (including increase base salary to \$33,500).**

The TLC grant will assist in increasing base salary to \$33,500. The district already has a Mentor/Induction program in place for 1<sup>st</sup> and 2<sup>nd</sup> year teachers. Evaluation of current program showed a need for more rigor and structure.

These changes will be made to the current program.

TLC resources will target professional development and leadership opportunities which will lead to higher teacher retention and compensation. Our plan allows for 13 staff to become Teacher Leaders. Model Teachers will model exemplary teaching methods and instruction. Curriculum / Professional Development Leaders will work to improve instruction and improve student achievement within specific curriculum areas. They will also work directly with other teacher leaders to coordinate and design relevant, rigorous professional development

**Goal #2: Increase teacher collaboration – Model Teachers will facilitate PLCs utilizing Richard DuFour’s process for accountability.**

**Goal #3: Professional Growth – The TLC plan will allow us to provide leadership in the five areas which we believe will have the biggest impact on student learning. They are: technology, modeling of effective strategies, focus on Iowa Core, rigorous professional development aligned with student needs, continued support and training in current initiatives.**

The district will have the following teacher leaders to assist in this area: Technology Integrationist will provide assistance with integrating technology into lessons and teacher training; Curriculum / Professional Development Leaders will work to improve instruction and improve student achievement within specific curriculum areas. They will also work directly with other teacher leaders to coordinate and design relevant, rigorous professional development; Internal Coaches will coordinate J Term and assist teachers with designing rigorous project-based lessons that are aligned to the Iowa Core; and Student Services Lead Teachers are knowledgeable of PBIS, RTI and At-Risk. They will provide assistance to general education and special education teachers.

**Goal #4: Improve Student Achievement - The TLC plan provides a rigorous, focused professional learning structure in which teachers will continue to develop their skills in utilizing data driven data in making instructional decisions. This will positively impact student achievement. All Teacher Leaders will have direct impact on this goal.**

#### **Budget Details**

The budget will allow us to meet the requirements of our TLC plan.

To bring our base salary to \$33,500 - \$5,300

The following leadership roles will be funded:

**6 Model Teachers (3-HS 3-EL)**

•Supplement - \$2,000 per teacher leader

•100% teaching load

\*Substitutes for model teachers - \$1,924

**1 Technology Integrationist -**

\*0% teaching load

\*Replacement teacher - \$63,251

**•2 Curriculum & Professional Development Leader (CPDL) (1-HS 1-EI)**

\*Supplement - \$2,000 for HS teacher

\*100% teaching load

\*Substitute for HS CCPDL - \$1259

•50% teaching load at Elem

•Replacement teacher (elem) - \$27,000

•2 Internal Coaches – (1-HS 1-EL)

•Supplement - \$2,000 per teacher leader

•100% teaching load

\*Substitutes for Internal Coaches - \$2518

•2 Student Services Lead Teacher (1-HS 1-EL)

•Supplement - \$2,000 per teacher leader

•100% teaching load

\*Substitutes for Student Services Lead Teachers - \$2518

Provide Professional Development to Teacher Leaders - \$4197

**TOTAL BUDGET \$131,638**

(Amount designated to fund the salary supplements for teachers in leadership roles in budget items includes FICA and IPERS.)