



Application

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

93236 - Northeast Teacher Leadership and Compensation System Grant 2015

Teacher Leadership and Compensation System

Status: Under Review

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Recipient Information

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

County-District Number 23-4773
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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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)

NORTHEAST TEACHER LEADERSHIP AND COMPENSATION PLAN ABSTRACT

The Northeast Community School District assembled a diverse Teacher Leadership and Compensation committee of stakeholders to dialogue, brainstorm, troubleshoot and ultimately create a radically improved system of professional advancement and teacher support. These advances will allow us to attract and retain teachers and focus our attention on student learning in the area of literacy. A review of data trends highlighted literacy as an area of greatest need, particularly at the elementary and middle school level. The vision and mission of the Northeast Teacher Leadership and Compensation Plan (TLCP) are:

- VISION: Learning for Life - Northeast Community Schools are comprised of leading educators, highly self-motivated and results oriented, endeavoring to meet the continuous learning needs of all students and staff.
- MISSION: Northeast's mission is to provide every student with superior and measurable literacy education in all classes ensuring high levels of learning for all students.

The mission and vision of the TLCP marry well with current school improvement efforts. The Northeast Community School District has been implementing Professional Learning Communities (PLCs) as a vehicle to provide professional development. Through our structure as PLCs, we have been able to focus on (1) the implementation of the Iowa Core; (2) an introduction to a Multi-Tiered System of Supports; and (3) a researched based system of literacy instruction. The TLCP will enhance this by creating opportunities to increase the effectiveness of our staff and in the end, student learning in the area of literacy. The TLCP includes an overhauled mentoring and induction program that will empower our veteran teachers to create a responsive and comprehensive program that meets the needs of the Northeast Community School District. Highlighted objectives for the mentoring program include:

- Newly hired teachers will remain with the district for a minimum of 5 years.
- Newly hired teachers will engage in and demonstrate understanding of the principles of a Professional Learning Community
- Newly hired teachers will engage in the district professional development program and effectively implement targeted strategies including an understanding of the Iowa Core, a Multi-Tiered System of Supports and Research Based Literacy Instruction.

In addition to the mentoring and induction program, the Northeast TLCP includes five categories of teachers, with three of these offering opportunities for leadership within the district. Leadership categories and duties include:

- Mentor Teachers
- Mentor teachers teach full time and provide support to teachers who are new to the district.
- Model Teachers
- Model teachers teach full time and serve as models of exemplary teaching practices.
- Literacy Specialists
- Literacy Specialists assume leadership roles that may include the facilitation of an instructional leadership team including model and mentor teachers, and providing additional guidance in one or more aspects of the teaching profession

The selection process for these positions will include a committee of teachers, the union president (or his/her designee) and administrators. Applicants for these positions will be assessed using a multi-faceted rubric allowing for input from stakeholders and evidence of prior experience in leadership and district initiatives. Interviews will be held by the committee, and recommendations will be submitted to the superintendent for approval. Teachers who assume leadership positions will be evaluated as to their effectiveness in their positions on an annual basis. In addition to their Individual Career Development Plans (ICDP), teacher leaders will create an ongoing portfolio to highlight their work. They will also be required to engage in a peer review process that will allow colleagues to provide input into the effectiveness of the teacher leaders.

One of the most critical elements to the leadership positions will be their work following the Iowa Professional Development Model to provide the district with professional development. Teacher leaders will do this by collecting and analyzing student data, goal setting, selecting content, designing the process, working this into an ongoing cycle, and providing summative program evaluation. This process will be evaluated by a team consisting of a principal, Literacy Coach, Model Teacher and Mentor teacher from each building that will meet four times per year to gather, organize, and analyze the collected data and use it to make data-informed decisions.

In order for the TLCP to endure, the Northeast Community School District must create a culture within our community of empowering our teachers to take on leadership roles. We must create a sense of urgency for the need to improve literacy,

create a vision for change, implement robust professional development, anchor the changes in the culture of how we function as a team. Following these steps of change will ensure that our district will be able to implement and sustain an effective system of Teacher Leadership and Compensation.

The budget for the TLCP for Northeast allows for 25% of our teachers to assume leadership positions. The initial budget is based on our certified enrollment of 544.1 students, for a total of \$168,028.96. Funds will be utilized to support five Mentor Teachers, eight Model Teachers and two Literacy Coaches. We have also planned for the ability to grow our leadership program as we begin to receive additional funding for the 293 students who are open enrolled into our district by increasing the compensation and responsibilities of the teacher leaders and adding an additional leadership position.

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

HOW THE PLANNING GRANT WAS USED TO DEVELOP THE PLAN

Our district applied for and received a planning grant of \$7,037.53 to develop a district based Teacher Leadership and Compensation Plan (TLCP). These funds afforded us the opportunity to create a **Teacher Leadership and Compensation (TLC) Committee** comprised of stakeholder representatives. The committee viewed weekly webinars, read the guidance and legislation from the Iowa Department of Education, utilized exemplar grant applications for improvements, and invited AEA administrators to our committee meetings. Committee members also worked with neighboring districts to share ideas regarding the three plan options provided through the state guidance, and attended AEA information sessions. Meetings focused on communication with stakeholders, developing a vision, and making the determination to move forward with the grant for a second time.

HOW THE USE OF THE FUNDS CONTRIBUTED TO THE QUALITY OF THE PLAN

Upon receiving the initial planning grant, our committee discussed the best use of the funds and considered all uses approved by the state. We decided to pay our staff members to meet after school for several reasons. First, we knew we could attract more parents and community members if we held the meeting outside of the school day. Second, we wanted to ensure the continuity of our curriculum by allowing our teachers to stay teaching in the classroom as opposed to hiring substitutes. Third, we did not want our administrative staff to be pulled away from the meetings to address issues arising during the day. By selecting Wednesday after school as our meeting time, we were able to ensure that all committee members were able to meet regularly and focus their attention on designing a high quality plan. Over **300 hours** were spent on creating this proposal.

HOW EACH STAKEHOLDER GROUP WAS ENGAGED IN THE PROCESS

The superintendent worked with our teachers' union to invite representatives from **administration, teachers, community and school board** to a Teacher Leadership and Compensation (TLC) committee. All stakeholder groups were represented in the development of this grant application. The committee represented administration, teachers from various grade levels and content areas, parents, community and school board members. These members met regularly each week to identify our building needs and devise ways to elicit community and staff input.

The committee members took on the responsibility of explaining the TLCP to our stakeholders and sought input into the vision. A variety of measures were implemented to enhance communication with our stakeholders including

- **presentations** at staff meetings, school board meetings, School Improvement Advisory Committee meetings and our parent booster meetings,
- information presented on our **website**,
- informal personal **conversations** and
- a **survey** sent to the community asking all stakeholders to share their thoughts, ideas and opinions regarding our pursuit of the TLCP grant.

HOW EACH STAKEHOLDER GROUP CONTRIBUTED TO THE DEVELOPMENT OF THE PLAN

Creating a committee of representatives of all stakeholder groups was critical in ensuring that all viewpoints were shared and considered. **Teachers** were asked to communicate their hopes and concerns through an "exit slip" during a staff meeting in December of 2013. Favorable responses included excitement about utilizing the expertise in our own building for instruction improvement, increased opportunities for observation and collaboration, and an expressed openness to receiving assistance from colleagues. Concerns were centered mainly on the selection process, the long term security of the coaching positions, taking our best teachers out of the classroom and the sustainability of the grant if funding were to cease. **School Board** and **community** concerns also focused on the sustainability of the grant, and **administrators** gave input into the leadership needs of the district. In response, an in depth **selection process** was established that was centered on transparency and equal opportunity for all staff. We ensured that teachers who accepted the responsibility of the full time coaching positions continued to have rights to return to a teaching position if the **funding** was discontinued. We also discussed at length the concern about taking the best teachers out of the classroom and created responsibilities that will require all leadership positions to continue to have an active role in **classroom instruction**.

EVIDENCE OF A HIGH DEGREE OF COMMITMENT AND SUPPORT AMONG ALL KEY GROUPS

Prior to the final decision to pursue the grant application, our committee sought commitment and support from all stakeholder groups. The entire **administrative** team were members of the TLC committee and indicated strong support of the creation of leadership opportunities within the district. All **school board members** also expressed their support to submit the application during a board meeting.

Data from a **community survey** indicated overwhelming support to pursue this grant, in fact, only one percent of the respondents indicated that he/she was “somewhat opposed” to the grant. Nearly all of the other respondents were “somewhat in favor” (14%) or “highly in favor” (84%). When asked to share their “best hopes” for the grant, the answers included:

- Improving beginning teacher salaries (40%)
- Providing multiple leadership opportunities for teachers (43%)
- Increasing teacher salaries for those who assume leadership positions (48%)
- Improving instruction (78%)
- Increasing student achievement (87%)

Finally, after a comprehensive plan was presented to the **teachers**, an **exit poll** was taken at the January 2014 staff meeting where **98% of the staff indicated that they were in favor** of the district pursuing the grant.

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.

VISION AND GOALS

CLEAR VISION AND SPECIFIC GOALS

To ensure our TLC committee moved forward in alignment with our district goals, we reviewed and analyzed the data summarized in our Comprehensive Plan, information from the Iowa Department of Education website, the Iowa Task Force on Teacher Leadership and Compensation theory of action and goals, our current district goals and input from our stakeholders to craft our vision and goals for the TLC plan.

- **VISION:** Learning for Life - Northeast Community Schools are comprised of leading educators, highly self-motivated and results oriented, endeavoring to meet the continuous learning needs of all students and staff.
- **MISSION:** Northeast's mission is to provide every PreK-12th grade student with superior and measurable literacy education in all classes ensuring high levels of learning for all students.
- **GOALS:** Our TLC goals are listed in the chart below where we demonstrate their alignment with local needs.

CONNECTION TO LOCAL CONTEXT

The Northeast Community School District is a small rural district covering 178 square miles in Clinton County. Our reach, however, extend beyond these borders as **40% of our students are open enrolled in** from neighboring districts. This presents unique challenges to our district including the need to address gaps in learning as new students enter our district, attract quality staff with salaries that cannot compete with surrounding larger districts and provide collaboration opportunities for teachers who are the sole instructor of their curriculum.

A review of the trends highlighted literacy as an area of greatest need particularly at the elementary and middle school level. Data from the Iowa Assessments indicate that at the elementary our students perform better in math (92% proficient) than reading (83% proficient). The same holds true for the middle school, and in fact, the percentages for reading fall below state goals (71% proficient) and landed our district on the NCLB "watch list" for the first time in 2013.

The FAST literacy assessment data at the elementary level also indicates that less than 80% of our students demonstrate proficiency in literacy. In addition, the new state guidelines from the Early Literacy Rule 279.68 and the state goal that all students will be proficient in reading across subgroups reinforced the need to continue our focus on literacy.

Local Needs	Northeast TLC Plan Goals
We need to be able to compete with area districts that can currently offer higher starting salaries and ensure that the staff we hire receive a quality mentoring and induction program.	Attract able and promising new teachers by offering competitive starting salaries and an effective mentoring and induction program.
We need to be able to retain our current staff to provide effective instruction to our students, rather than risk losing them to area districts that can offer them opportunities for increased compensation.	Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.
We need to design opportunities for teachers to collaborate in literacy instruction to provide a common basis for professional development, uniting all staff in a district wide goal of literacy achievement.	Promote collaboration by developing and supporting opportunities for all teachers to learn from each other through effective professional development practices in the area of literacy instruction.
We need to address the gaps in curriculum presented by the high number of open enrolled students and address the low proficiency scores in literacy .	Ensure that all students leave high school prepared for postsecondary success in college or a career through improved literacy instruction and increased student learning.

CONNECTION TO STATE VISION

The Northeast TLC plan aligns with the state *Theory of Action* in the following ways:

State Theory of Action	Northeast TLC Plan

<p>"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;</p>	<p>In our district, 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 teachers will increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district.</p>
<p>create the political will and understanding necessary to remake the status of the teaching profession;</p>	<p>Our TLC plan provides a defined process that empowers teachers to take on leadership roles in decision-making.</p>
<p>give highly effective teachers opportunities to grow, refine, and share their expertise;</p>	<p>Teachers will have concrete and continuous opportunities to collaborate with others in our district, AEA personnel, and other districts and receive quality job embedded professional development.</p>
<p>and develop a clear system with quality implementation,</p>	<p>Criteria and responsibilities of instructional coaches, model, and mentor teachers will be clearly articulated through a set of job descriptions and encouraged through the post-evaluation and observation process.</p>
<p>then ... student learning will increase,</p>	<p>We will continue to analyze literacy data including results from the Iowa Assessments, FAST and ACT testing, and will evaluate the effectiveness of the TLC program through data improvements.</p>
<p>student outcomes will improve, and</p>	<p>Using the Common Core curriculum as a guiding force, rigor will increase, resulting in higher levels of creativity and problem solving.</p>
<p>students will be prepared to succeed in a globally competitive environment."</p>	<p>The number of students who will be college and career ready will increase as evidenced by ACT and graduation data.</p>

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)

CONNECTIONS TO SCHOOL IMPROVEMENT

For several years The Northeast Community School District has been implementing Professional Learning Communities (PLCs) as a vehicle to provide professional development and improve student achievement. Through our structure as PLCs, we have been able to focus on (1) the implementation of the Iowa Core with an emphasis on a researched based system of literacy instruction and Authentic Intellectual Work; and (2) an introduction to a Multi-Tiered System of Supports. We firmly believe that the addition of the Teacher Leadership and Compensation System will enhance this system and create opportunities to increase the effectiveness of our staff and in the end, student learning.

CONNECTION TO DISTRICT STRUCTURE OF PLCs

A **Professional Learning Community (PLC)** is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. There are three main components of our district Professional Learning Communities: a focus on learning, a collaborative culture and a results orientation.

The **goals** of our Teacher Leadership and Compensation Plan include these three “big ideas” of PLCs:

Northeast School Improvement Structures	Northeast TLC Plan Goals
Introduction to a culture of continuous improvement	Attract able and promising new teachers by offering competitive starting salaries and an effective mentoring and induction program.
Focus on learning	Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.
Build a culture of collaboration	Promote collaboration by developing and supporting opportunities for teachers to learn from each other through effective professional development practices in the area of literacy instruction.
Results orientation	Ensure that all students leave high school prepared for postsecondary success in college or a career through improved literacy instruction and increased student learning.

Support and Strengthen

- The **Literacy Coaches** will utilize the Iowa Professional Development Model to plan and implement an effective program of learning for teachers to improve literacy instruction and student learning.
- The **Model Teachers** will be utilized to provide opportunities for observation and coaching of individual teachers.
- Mentor Teachers** will be available to help teachers who are new to our district become acclimated to the culture of collaboration and continuous improvement in our building.
- Mentor Teachers** will ensure that our newly hired teachers are well versed in the essential components of a Professional Learning Community including a focus on learning, a culture of collaboration and a results orientation.

CONNECTION TO DISTRICT PROFESSIONAL DEVELOPMENT INITIATIVES

Just as the TLC model enhances the structure of our PLCs, it will also enable us to more effectively address the content of our professional development through the addition of Teacher Leaders. Through the TLCP, the Literacy Coach will work closely with the Model and Mentor Teachers to fully and effectively implement and support our professional development initiatives resulting in the achievement of the following **goals**:

- Full implementation of the Iowa Core with emphasis on a researched based system of literacy instruction and Authentic Intellectual Work (AIW); and
- The development of a Multi-Tiered System of Supports.

Support and Strengthen

- The **Literacy Coaches** will conduct an evaluation of the effectiveness of the core instruction in ELA including data analysis.

- The **Literacy Coaches** will conduct a careful analysis and alignment of the Iowa Core curriculum in the area of English Language Arts including the integration of ELA into the content areas of mathematics, science, social studies and technology.
- The **Literacy Coaches** will work with the **Model Teachers** in the development of research based instructional units aligned to the Iowa Core and to the standards of Authentic Intellectual Work.
- The **Model Teachers** will provide opportunities for observation, feedback and reflection of effective instruction.
- The **Literacy Coaches** will work with the **Model Teachers** in the development and analysis of assessments aligned to the Iowa Core and AIW.
- The **Literacy Coaches** will provide continued support of the C4K state initiative and the implementation of the new literacy requirements of Early Literacy Rule 279.68
- The **Literacy Coaches** will work with the **Model Teachers** in the identification of students needing interventions and the development and evaluation of researched based intervention strategies and programs.
- Mentor Teachers** will work with new staff to develop the culture of continuous job-embedded learning for educators as the key to improved learning for students.
- Mentor Teachers** will ensure that our newly hired teachers are well versed in the Iowa Teaching Standards and Criteria, the Iowa Core curriculum, and AIW.

Using Part 4 application narrative from Year 1?

No

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

MENTORING AND INDUCTION

ANALYSIS OF THE EFFECTIVENESS OF THE CURRENT MENTORING PROGRAM

During a brief moment of silence a teacher spoke up, "It is people, not programs that get the job done." Nods were received from those around the table. This response was given by the faculty when we began talking about the history of our mentoring program and its current lackluster performance for our new and veteran staff.

Northeast's mentoring program has been just that, a program. Over time we have adopted various programs from around the state and tried to make them our own. Each program tried and delivered starts with excellent enthusiasm and support. Our most recent program, Pathways, was the natural choice at the time since the AEA was providing support. In its first year everything went well. Mentors were trained, the program was implemented, materials were used, mentors received additional outside support for questions and concerns and new teachers did what they were told. Over time we learned that new teachers felt overwhelmed because filling out the required forms and learning Pathways was harder than understanding classroom instruction and nailing down discipline. Pathway's plan began to shrink, teachers started subtracting elements without adding, the head mentor position changed hands several times, and the AEA stopped providing guidance. This "pathway" was a recipe for disaster.

Upon first look, our mentoring and induction program appeared to be successful. In the past thirteen years we have only had one out of 54 newly hired teachers fail to successfully complete the two year mentoring and induction program and receive their standard license. However, when we look to our **retention rates**, the percentages are not quite as strong.

- Of the 32 teachers hired between 2001 and 2009, 13 have left to pursue employment elsewhere, with two of those leaving in less than five years.
- Of the 35 teachers more recently hired between 2010 and 2013, six have already left in less than five years with our district.
- The majority of the teachers who have left our district do so to accept teaching positions elsewhere, however two have left the profession completely. Obviously, the return in our investment in these newly hired teachers is greatly reduced when they leave our district in such a short amount of time.

TARGETING GAPS IN OUR CURRENT MENTORING PROGRAM

With the TLC grant money, we will improve mentoring by empowering our veteran teachers to create a responsive and comprehensive program that meets the needs of the Northeast Community School District. The mentoring program will consist of five teachers who represent the primary, intermediate, middle school, and high school levels. In addition, an administrator will be assigned to this committee in an advisory capacity to ensure that there is coherence between the goals of the mentoring and induction program and the goals of the district. These individuals will act as a team, working together to **develop, implement and evaluate** an effective mentoring program for our district that will accomplish the following **objectives**:

- Teachers with an initial license will successfully complete the mentoring and induction program and receive their standard teaching license.
- Newly hired teachers will remain with the district for a minimum of 5 years.
- Newly hired teachers will demonstrate proficiency in classroom management strategies within the first year of employment.
- Newly hired teachers will engage in and demonstrate understanding of the principles of a Professional Learning Community including a focus on learning, a culture of collaboration and a results orientation.
- Newly hired teachers will engage in frequent opportunities for observation and receive reflective feedback from colleagues and administration.
- Newly hired teachers will engage in the district professional development program and effectively implement targeted strategies including an understanding of the Iowa Core, a Multi-Tiered System of Supports and Research Based Literacy Instruction.

HOW TEACHER LEADERS WILL BE UTILIZED TO IMPROVE THE MENTORING PROGRAM

Mentor Teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. Frequent opportunities for observation, feedback and reflections will be an integral component of this program as well as a requirement that the mentors meet with the new teachers on a weekly basis.

We know that to have an effective mentoring program in place, we need to ensure that our **Mentor Teachers** receive appropriate training and support. We have had conversations with our Area Education Agency regarding the need to provide training for our teacher leaders in the area of instructional coaching. Our mentor teachers will receive professional development in the areas of:

- facilitating reflective practice;
- establishing collaborative relationships premised on trust, collegiality, and confidentiality;
- developing classroom observation skills;
- creating long-term professional development plans for new teachers; and
- understanding the academic, professional, and social needs of new teachers.

Finally, we also know that our **Mentor Program** will need to be evaluated and adjusted on a continual basis to be able to provide effective support for our new teachers. This will be accomplished through surveys, observations, mentoring logs, and data collection tied specifically to our mentoring goals.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

a) 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.

NORTHEAST TEACHER LEADERSHIP AND COMPENSATION PLAN

EXPLANATION OF HOW TEACHER LEADER ROLES FIT TOGETHER TO STRENGTHEN INSTRUCTION

The Northeast Teacher Leadership and Compensation Plan includes five categories of teachers with three of these offering opportunities for leadership roles within the district. The categories include:

- **Initial Teachers** (teachers who still have their Initial license),
- **Career Teachers** (teachers who have their standard license, but who do not assume leadership roles),
- **Mentor Teachers** (teachers who assume the leadership role of mentoring newly hired staff),
- **Model Teachers** (teachers who demonstrate exemplary teaching methods and instruction) and
- **Literacy Coaches** (teachers who assume the leadership role of improving instruction and student achievement in the area of literacy.)

Other than the Literacy Coach, who spends 100% of their time performing teacher leadership duties, the four other teacher categories remain teaching full time. Mentor and Model Teachers receive additional compensation to perform leadership duties outside of their teaching load which includes use of their planning time and additional contract days.

The **Literacy Coaches** function as the district leader who coordinates and leads the implementation and sustainability of the Iowa Core and a Multi-Tiered System of Supports, and leads all work, programming and instruction related to literacy instruction. This will include:

- facilitating the instructional leadership team discussions at the school and district level,
- working with all teacher leaders and administration to coordinate all professional development activities designed to improve instructional strategies,
- observation experiences and peer evaluations (in accordance with state guidelines),
- teacher collaboration (in accordance with state guidelines),
- and data use and data-based decision-making,
- planning, monitoring, reviewing, and implementing best instructional practice in the area of literacy,
- working with **Mentor Teachers** to design specific mentor experiences that all new teachers need to have,
- working with the **Model Teachers** to engage in the development, adoption, and implementation of literacy curriculum and curricular materials,
- working with **Model Teachers** to design a MTSS across the district and school for optimal implementation and sustainability,
- working with grade level teams on literacy lessons embedded across content areas,
- modeling literacy instruction,
- aiding in action planning regarding implementation of the Iowa Core, and
- working with external coaches and Iowa Department of Education technical assistance personnel to coordinate professional development, implementation and sustainability of literacy programming, interventions and supports statewide.

Model Teachers will work with the **Literacy Coaches** to plan, deliver, and implement professional development in the area of literacy instruction, with a strong emphasis on implementing the Iowa Core. This will include reading comprehension, written communication, and critical thinking strategies. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection.

Mentor Teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community. The **Mentor Teachers** will share the responsibility of developing, implementing and evaluating an effective mentoring program.

All teacher leaders will receive professional development and support from our Area Education Agency in the area of Instructional Coaching, implementation of the Iowa Core, a MTSS, and literacy instruction. As a Phase One school in the C4K initiative, we directly partner with our AEAs through an external coach within the AEA to serve as a partner in MTSS, literacy, systems change, instructional programming/supports and collaborative inquiry. Further, our teachers leaders will have access to the Iowa Department of Education technical assistance personnel, the coaches network, Collaborating for Iowa's Kids network and one another to support implementation and sustainability of our programs.

DETAILED DESCRIPTION OF CLEARLY DIFFERENTIATED TEACHER LEADER ROLES

All roles are clearly defined as follows:

Initial Teachers

- Qualifications: Initial teachers have successfully completed an approved practitioner preparation program and participate in a two year initial teacher mentoring and induction program.
- Salary: Salary for an initial teacher shall be at least \$33,500.
- Extended contract: Teachers new to the district shall be issued a contract that is two days longer than the contract for career teachers employed by the district.

Career Teachers

- Qualifications: Career teachers have successfully completed the initial teacher mentoring and induction program and have demonstrated the competencies of a career teacher as determined under the school district's comprehensive evaluation system.
- Salary: Salary for a career teacher shall be at least \$33,500.
- Extended contract: Teachers new to the district shall be issued a contract that is two days longer than the contract for career teachers employed by the district.

Mentor Teachers (5 positions)

- Qualifications: Mentor Teachers successfully demonstrate the competencies and superior teaching skills of a Mentor Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council.
- Length of assignment: One year.
- Participation and Percentages: Approximately 8 percent of teachers in the school district should be designated as Mentor Teachers.
- Salary: Mentor Teachers shall receive an annual salary supplement of \$1,500-\$2,000.
- Extended Contract: Mentor Teacher contracts shall be 4-5 days longer than career teacher contracts.
- Duties: Mentor Teachers teach full time and provide support to teachers who are new to the district, acclimating them to a culture of continuous improvement. Mentor teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. Mentor teachers will work with Literacy Coaches and Model Teachers to ensure alignment with the Iowa Core, MTSS, literacy and other evidence-based district work.

The Mentor Teachers will share the responsibility of developing, implementing and evaluating an effective mentoring program. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community.

Model Teachers (8 positions)

- Qualifications: Model Teachers successfully demonstrate the competencies and superior teaching skills of a Model Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council. It is the intent of this grant to select Model Teachers from a variety of content areas.
- Length of assignment: One year.
- Participation and Percentages: Approximately 13 percent of teachers in the school district should be designated as Model Teachers, with a goal of representing a variety of content areas and grade levels.
- Salary: Model Teachers shall receive an annual salary supplement of \$2,500-\$4,000.
- Extended Contract: Model Teacher contracts shall be 6-8 days longer than career teacher contracts.
- Duties: Model Teachers teach full time and serve as models of exemplary teaching practices. They will work with the Literacy Coaches to plan, deliver, and implement professional development in the area of literacy instruction, with a strong emphasis on implementing the Iowa Core. This will include reading comprehension, written communication, and critical thinking strategies. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection.

Literacy Coaches (2-3 positions)

- Qualifications: Literacy Coaches successfully demonstrate the competencies and superior teaching skills of a Model Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. Additionally, Literacy Coaches possess the skills and qualifications to facilitate an instructional leadership team and direct professional development. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council.
- Length of assignment: One year.
- Participation and Percentages: Approximately 4 percent of teachers in the school district should be designated as Literacy Coaches.
- Salary: Literacy Coaches shall receive an annual salary supplement of \$9,000-\$10,000.
- Extended Contract: Literacy Coaches contracts shall be 15 days longer than career teacher contracts.
- Duties: Literacy Coaches assume leadership roles that may include, but are not limited to the planning and delivery of professional development activities, the facilitation of an instructional leadership team including Model and Mentor Teachers, and providing additional guidance in one or more aspects of the teaching profession including, but not limited to: reading comprehension, writing skills and critical thinking skills as they relate to Iowa Core; articulation and alignment of the English language arts curriculum; supporting reading, writing and critical thinking skills across all content areas; development and analysis of rigorous assessments that requires students to demonstrate high levels of reading, writing and critical thinking; and the facilitation of peer observation and reflective feedback, and the implementation of effective peer review and teacher collaboration practices.
- Transfer: Teachers who assume a leadership role as a Literacy Coach for only one year have the option of returning to their previous position. Teachers who assume a leadership role as a Literacy Coach for longer than one year will have the option of returning to a classification for which they are certified. If the teacher is certified in multiple areas, he/she will be assigned to an area that has a vacancy. If there are no vacancies in their area(s) of certification, the teacher will be assigned to the classification for which they are certified that has the least senior teacher to be reduced.
- Seniority: Teachers who assume a leadership role as a Literacy Coach will continue to accumulate one year of seniority in their previous classification for every year they are a Literacy Coach.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

SELECTION PROCESS

THE SELECTION COMMITTEE

A **district selection committee** will be identified to make recommendations to the superintendent for the positions of Mentor Teacher, Model Teacher, and Literacy Coaches using the following process:

- The committee will consist of two teachers (selected by the teachers), the union president (or his/her designee) and two administrators (selected by the superintendent).
- The selection committee will first act on the positions of Literacy Coaches. Once these positions are determined, the Literacy Coaches will become a member of the selection committee.

THE SELECTION PROCESS

Our district plans to utilize our selection committee to read and score applications using the **district developed rubric** and will ultimately recommend teachers who will be filling the roles of Literacy Coach, Model Teacher and Mentor Teacher in our district. We are very used to working collaboratively in our decision making process, so we will include a **teacher survey** that requests input into the selection process and additional criteria that will require **input from students and parents**. These positions are so important that we believe all stakeholders need to have input into the selection process. All candidates will earn points for each criterion, on a 0-5 scale and our teacher leaders will be selected from the highest scoring candidates. Professional growth of teachers will be measured by assigning points on our district developed rubric for **leadership roles** already taken in the district and including points for **classes and workshops** taken over the last three years. Points will be earned for classes and workshops that tie directly with our Multi-Tiered System of Supports, and for improving literacy skills or literacy achievement as it relates to the Iowa Core. We will also score applicants on their ability to show **student growth**, in any area, through the use of a **Multi-Tiered System of Supports**. Teachers will need to show student growth data in their teacher portfolios and through the teacher interview process that will be in place for the selection of our lead teachers. Teachers will have a chance to earn up to 5 points per criteria, with a total of 40 points possible.

	Distinguished (4-5 points)	Proficient (2-3 points)	Basic (0-1 points)
Teacher Interview Score	Articulates clear goals, knowledge & beliefs for literacy leadership in the district	Articulates leadership attributes but does not share clear personal goals & beliefs	Lacks articulation of clear goals, knowledge & beliefs for literacy leadership
Student Achievement Growth	Data shows exceptional growth over time and teacher can clearly articulate the improvement process	Data shows growth over time, however teacher can't clearly articulate the improvement process	Data shows small growth over time and no clear articulation of the improvement process
Use of MTSS	Data clearly shows use of MTSS process; student data is analyzed; process is clearly articulated	Data shows use of MTSS process; student data partially analyzed; process unclear	Data shows only partial use of the MTSS process; data not analyzed; process unclear
Workshop or Classes taken on Literacy	Workshops and classes taken in last 3 years show continual learning of literacy or MTSS	Workshops & classes taken in last 3 years show continual learning; not in literacy or MTSS	Workshops and classes taken in last 3 years are few and not related to literacy or MTSS
Teacher Survey	Data show teacher is an exceptional educator; Positive remarks provided by 85% of teachers	Data show teacher is a good educator; Positive feedback is provided by at least 75% of teachers	Data show teacher is a good educator; Positive feedback is provided by at least 65% of teachers
Parent Survey	Data show teacher is an exceptional communicator; Positive remarks provided by 85% of parents	Data show teacher is a good communicator; Positive feedback is provided by at least 75% of parents	Data show teacher is a good communicator; Positive feedback is provided by at least 65% of parents

Student Survey	Data show teacher is an exceptional communicator; Positive remarks provided by 85% of students	Data show teacher is a good communicator; Positive remarks provided by at least 75% of parents	Data show teacher is a good communicator; Positive remarks provided by at least 65% of parents
Professional Leadership Responsibilities	Teacher can provide data to show taking on many additional leadership responsibilities in the district in last 2 years	Teacher can provide data to show taking on 1 or 2 additional leadership responsibilities in the district the last 2 years	Teacher may claim to have taken on additional leadership roles, however no data is available to provide documentation

THE EVALUATION PROCESS

Teachers who assume leadership positions will be evaluated as to their effectiveness in their positions on an **annual basis**. Our current teacher evaluation process allows teachers to show their strengths through the **portfolio process**. Teachers are able to video tape their own teaching as well as gather artifacts to show proficiency with the Iowa Teaching Standards. Through a self-reflection process, teachers are able to show their belief systems, their perspectives, goals and expectations through this evaluation process. One specific criteria for our leadership selection process is the ability of the teacher to thoughtfully reflect on their own teaching and make changes based on this reflective process. Our current evaluation process provides our district with data needed to make informed decisions about the differentiated roles, professional development and compensation, through the level of artifacts each teacher is able to provide and in addition, we believe each teacher has the freedom to provide artifacts that show unique qualities for making informed decisions regarding the selection process.

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

PROFESSIONAL DEVELOPMENT

TLC PLAN'S ALIGNMENT TO THE IOWA PROFESSIONAL DEVELOPMENT MODEL

Our district vision of the Teacher Leadership and Compensation System align perfectly to the key elements of the Iowa Professional Development Model. All teacher leaders need to know and understand instructional programming, strategies and supports in order to provide optimal mentoring, coaching and professional learning. Therefore administration and teacher leaders will work together as a team to develop and deliver appropriate professional learning and support. Teacher leaders across all roles will meet **one hour each week** to plan, coordinate and align support and delivery of professional development. Their specific roles are outlined below:

Collecting and Analyzing Student Data

Identifying student need is the first step in designing professional development intended to improve learning. Collecting and analyzing information about student performance in areas of interest enables our district to set priorities. As a Professional Learning Community, our staff has received professional development in the need to have a results orientation; this professional development will be shared with our new staff by our **Mentor Teachers**. The **Literacy Coaches** working closely with the **Model Teachers** will provide leadership in the collection and analysis of data on a regular basis and engage the entire teaching staff in this data decision making process..

Goal Setting

Clear statements of expectations regarding student learning allow schools and districts to focus professional development resources and energy on achievable goals. The intent of our professional development is to increase the learning of all students while attending to the learning needs of subgroups of students. As a Professional Learning Community, our staff has received professional development in the need to have a focus on student learning; this professional development will be shared with our new staff by our **Mentor Teachers**. Our teacher leaders will be required to participate in a goal setting process to develop clear expectations of student and staff learning. The **Literacy Coaches**, with input from the **Model Teachers**, will set short term and long term goals for professional development and share progress on these goals with the administration. Short term goals may be designed to measure implementation of professional development initiatives, however long term goals will be based upon student learning.

Selecting Content

Content selected for collective study by schools and districts must be supported by evidence that it can accomplish the goals set for student learning. Our teacher leaders will be required to follow a process for selecting content that will include:

- A review of research on curricular and instructional innovations with a history of success in the areas of literacy instruction;
- A review of current knowledge and practices in the district/school;
- Alignment with the Iowa Teaching Standards; and
- Documentation that the practices are supported by scientifically-based research.

Since our teacher leaders will be selected from the district, they will already be familiar with current knowledge and practices in the district as well as having a thorough understanding of the Iowa Teaching Standards. We will look to the Area Education Agency to assist our **Literacy Coaches** in a review of research and the selection of content that has been proven to be successful in other districts in the area of literacy, and to assist our **Mentor Teachers** to provide evidence based content to our new hires.

Designing the Process

The professional development process must ensure that teachers have adequate opportunities to learn and implement new curriculums, instructional strategies, and assessments. Our **Literacy Coaches and Model Teachers** will be directly involved in the design process and will be responsible for creating and delivering professional development during multiple aspects of our day. This will include all district professional development days, building wide professional development early dismissals and collaboration team time before and after school. In addition, our **Literacy Coaches** will provide our staff with sufficient workplace supports during the school day to develop a deep understanding of the theory of the strategy/model they are learning. Time will be built in during all professional development opportunities for teachers to learn together and to collaborate with each other, including time provided for our **Mentor Teachers** to work with new staff.

Ongoing Cycle

Professional development is a continuous process rather than a one-time event. To be able to transfer new learning into the classroom, our teachers will receive multiple opportunities to view demonstration lessons by our **Model Teachers**, plan

together, problem solve, rehearse new lessons, develop materials, engage in peer coaching with our **Mentor Teachers**, and observe each other. The collaborative routines needed for supporting these will be planned for, supported and monitored by our **Literacy Coaches**. What the **Literacy Coaches** learn from the study of implementation will inform decisions about future training, the need for support, and adjustments in the learning opportunities.

Program (Summative) Evaluation

The effectiveness of professional development is judged by student learning outcomes. Determination of the efficacy of a professional development program will be based on two factors: whether or not the content was implemented as planned and whether or not students acquired the desired knowledge/skills/behaviors. Our **Literacy Coaches** will engage the **Model and Mentor Teachers** in an analysis of both formative and summative evaluation data based upon the approved short term and long term goals of professional development.

Using Part 8 application narrative from Year 1?

No

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

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

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

EVALUATION AND EFFECTIVENESS

MEASURES TO DETERMINE IMPACT AND EFFECTIVENESS

To evaluate a program effectively one must give thoughtful consideration to the process of focusing on questions and topics of concern, collecting appropriate information and then analyzing and interpreting the information for a specific purpose and use. It will be the joint responsibility of the Northeast administration and teacher leaders to formally evaluate the Teacher Leadership and Compensation program on an **annual basis** through a process established within the district. We will determine the impact and effectiveness of the TLC plan through **short term and long term measures** based upon our **specific goals**:

Attract able and promising new teachers by offering competitive starting salaries and an effective mentoring and induction program. (Introduction to a culture of continuous improvement.)

Short term measures

- Ensure all staff is at minimum salary
- Monthly feedback from new teachers
- Monthly feedback concerning the professional development program
- Observational data to evaluate skills of initial teachers
- Review reflections sheets from leadership team meetings

Long term measures

- Annually survey mentor/mentee teachers
- Annually review retention rates of initial teachers
- Annually review completions rates of the mentor and induction program
- Annually review number of applicants for open positions
- Annually survey about effectiveness of:
 - The professional development program
 - The induction mentor program

Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation. (Focus on learning)

Short term measures

- Receive feedback concerning the rigorous process for selecting teacher leaders
- Ensure at least twenty-five percent of the teachers in the district have a teacher leader role.

Long term measures

- Annually review retention rates of career teachers
- Annually survey to measure the perceptions of teachers regarding their job satisfaction and opportunity for advancement.
- Annually review the number of teachers in a leadership role

Promote collaboration by developing and supporting opportunities for teachers to learn from each other through effective professional development practices in the area of literacy instruction. (Build a culture of collaboration)

Short term measures

- Monitor weekly collaboration time from master collaboration schedules
- Review implementation logs, observation records and/or walk through data to document effective practices in classrooms.

Long term measures

- Annually collect and review all data regarding time spent in collaboration

Ensure that all students leave high school prepared for postsecondary success in college or a career through improved literacy instruction and increased student learning. (Results orientation)

Short term measures

- Analyze formative student achievement data to gauge instructional effectiveness:
 - IGDIs and FAST assessments
 - Curriculum based measures
 - Iowa Assessments

- Common formative assessments

Long term measures

- Analyze summative student achievement data for trends over time:
- Iowa Assessments
- ACT Aspire
- ACT
- Additional assessment such as Smarter Balanced or College Work Readiness Assessment designed to measure increased rigor.

DESCRIPTION OF HOW THE DISTRICT WILL MONITOR AND MAKE IMPROVEMENTS

The **evaluation team** consisting of a principal, Literacy Coach, Model Teacher and Mentor teacher from each building will meet four times per year to gather, organize, and analyze the collected data and use it to make data-informed decisions .A report will be presented annually to the district that will include short term and long term goals, a review of the procedures and practices that have taken place during the past year and summary of data that are aligned to the goals. Based upon this information, the program will be **reviewed and adjustments made** to allow for continuous improvement. Evidence will be used from multiple measures to determine trends in student learning. Through this process the district will expand understating of how it can continue to transform in order to ensure success for all students in the district.

- Meeting 1 October
- Plan to monitor progress
- Create data gathering tools, documents, etc
- Choose inquiry focus
- Meeting 2 April
- Using an Effective Data Teams process, analyze data
- Create a plus/delta
- Plan for Problem Solving
- Meeting 3 June
- Problem solve
- Prepare report for analysis
- Plan for next year implementation
- Meeting 4 August
- Final preparation for implementation

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)

SUSTAINABILITY

Sustainability is the capacity to endure. It implies responsible and proactive decision making and innovation that creates and maintains the conditions to continue a program for now and into the future. The TLC committee realizes that there is more to sustainability than funding. This grant will challenge our district to “do business differently.” It will require that we employ the kind of thinking, action, and resource allocation that will allow us to continue to meet our goals of improved instruction and increase student achievement. To do so requires a change in the culture of our community; a shift toward empowering our teachers to take on leadership roles to impact what is happening within their own buildings.

DISTRICT CAPACITY

Past Successes:

- The district already utilizes **teacher leaders** to assist in the development and implementation of professional development activities. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement. The district also utilizes their building administration in the effective delivery of professional development including offering courses on site for college credit.
- The district has embraced the idea of **Professional Learning Communities** and has fully engrained the concepts of continuous improvement, collaboration, results orientation and a focus on learning. Our teachers understand the need for strong professional development and view the quality of our teachers as the determining factor in student achievement.
- The district currently has a **mentoring program** in place. New teachers are also provided two additional days at the beginning of the year. All teachers are provided the opportunity to visit other classroom teachers to observe the instructional practices of other teachers. The TLC plan will enhance our capacity to allow teachers to grow from each other through the study of research-based teaching strategies.
- The district volunteered to be a part of the state pilot program on early reading intervention. Staff has already been trained on the implementation of the **FAST and IGD assessments**. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs.
- The district currently has a teacher trained as a coach for **Authentic Intellectual Work (AIW)** and has been implementing AIW strategies for several years.

Needed Systemic Infrastructure:

- While our district has successfully provided effective professional development for our teachers, we do not have anyone on staff whose full time responsibility is dedicated to this area. Our curriculum director is also the elementary principal and the AIW coach is also a full time teacher thus the primary responsibility of professional development falls on the shoulders of the building administrators. This grant would allow us the opportunity to have individuals who are **fully dedicated** to improving teacher instruction.
- The district has a variety of types of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret them, and how they fit together. Utilizing the Literacy Coaches to provide leadership in the **use of data** would provide the clarity our staff needs to have the desired positive impact on student achievement.

ROLES OF KEY STAFF

- Superintendent** - The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As the leader of the district leadership team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders apprised of the program will be an important role of the superintendent.
- Principals** - The principals will play a key role in the success of the teacher leadership program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.
- Teacher Leaders** - All leaders will be important as the district transitions to the TLC plan. Using their skills and passion, they will work one on one with staff to build relationships and trust to focus on the key elements of the TLC plan. Having a Literacy

Coach employed full-time will make this transition easier. The Literacy Coach will be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.

SUSTAINABILITY OVER TIME

Future Sustainability:

- As a district already utilizing teacher leaders, the district clearly has the ability to sustain the program into the future. With one third of our students coming to us through open-enrollment, the district has the ability to expand the program as well. Funding that would follow our open-enrolled-in students would allow us to add more teacher leadership positions in the future. At the current time, there are no plans to share leadership positions with neighboring districts. However, should funding be cut in the future, strong working relationships with neighboring districts exist to provide the cooperation necessary to work together.
- Other means to contribute to the sustainability of the program include providing on-going training to instructional coaches which will be provided through the Area Education Agency.
- The community will be kept abreast of the program through the website and through communication with the school board and School Improvement Advisory Committee.

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 544.1

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

District Enrollment-Based Allocation \$168,028.96

Total Allocation \$168,028.96

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$8,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$53,007.50
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).	\$106,055.00
Amount used to provide professional development related to the leadership pathways.	\$966.46

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.

\$0.00

Totals

\$168,028.96

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$168,028.96
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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
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Budget Alignment

Using Part 10 application narrative from Year 1?	No
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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)

ALIGNMENT OF BUDGET TO GOALS

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

We have allotted **\$8,000 to raising the minimum salary to \$33,500**. There are four teachers currently below this level, and it will cost \$2000/teacher to raise their salary. This increase will be another incentive for new teachers to join our district. We have also **allotted \$8737.50 to provide for compensation and additional contract days for five Mentor Teachers** to develop and implement an effective mentoring and induction program.

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

\$53,007.50 covers compensation and additional contract days for 15 teacher leadership roles in the district as described in the chart below. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

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

We believe that effective literacy instruction is essential to ensure that our high school students are college and career ready. In order to allow the Literacy Coaches the time necessary to fulfill their job responsibilities and provide optimum staff access to these leaders, the district will need to hire **2 full-time employees** to fill positions vacated by teachers taking these positions. We estimate a **\$53,027.50 salary and benefits package for each full-time teacher**.

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

The remaining **\$966.46 is reserved to cover costs associated with training teachers** for the leadership roles. This could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, such as a cognitive coaching class for Instructional Coaches, or paying for substitutes. We understand that the budgeted amount for professional development will not meet the needs of this program. It is our intent to utilize additional professional development funds including Teacher Quality funds and additional district funding to provide appropriate and effective professional development.

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we **recruit, develop, and promote excellent teachers** and support new teachers in our district by **raising the minimum salary**, providing supports and **professional growth opportunities** for new and veteran teachers, then professional satisfaction and student learning will increase.

The budget for the Teacher Leadership and Compensation Plan for the Northeast Community School District will need to allow for flexibility due to the **large numbers of open enrolled students** that we have in our district. For the 2013-2014 school year, our district generated a certified enrollment of 544.1 students, while in actuality we served 837.1 students. Thus, our initial budget will be based upon the funds generated from the certified enrollment number; however, our plans provide the flexibility we need to grow our program once additional funding becomes available. We plan to increase the compensation and number of additional contract days for teachers in leadership positions and add an additional leadership position as our budget allows.

ROLES

We based the number of positions on the needs that we have in our district for our current teaching staff of 62 teachers. It is planned that we will have **25% of our staff** in leadership positions. We intentionally planned for more Model Teachers than Mentor Teachers because we know that in a typical year we will have approximately 4-6 new teachers and nearly 60 veteran teachers. While we believe that our new teachers need a strong mentoring and induction program, we also know that our veteran teachers require many opportunities for observation, coaching, modeling and support. We also believe that given the potential of our Teacher Leadership and Compensation Plan, the retention of our teachers will increase, thus decreasing the

need for additional Mentor Teachers.

We feel confident that the **15 leadership positions** will provide us a strong unified team of teacher leaders to provide increased learning opportunities for staff. We will begin **with five Mentor Teachers, eight Model Teachers, and two Literacy Coaches**. As additional funding becomes available we will **add an additional Literacy Coach** to allow the three coaches to specialize in grades PreK-3, 4th-8th, and 9th-12th.

TEACHER LEADERSHIP AND COMPENSATION BUDGET ALLOCATION AND EXPENDITURES	
POSITIONS	EXTRA DAYS
NUMBER OF STAFF	AMOUNT
Initial Starting Salary of \$33,500	
	\$8,000.00
Mentor Teachers @ \$1,747.50 \$1,500 + 16.5% for FICA/IPERS	4
5	\$8,737.50
Model Teachers @ \$2,912.50 \$2,500 + 16.5% for FICA/IPERS	6
8	\$23,300.00
Literacy Coaches @ \$10,485 \$9,000 + 16.5% for FICA/IPERS	15
2	\$20,970.00
Teacher Replacements for Literacy Coaches @ \$53,027.50 (\$33,500 + 16.5% for FICA/IPERS +\$14,000 for insurance)	
2	\$106,055.00
Training and Professional Development	
	\$966.46
Total	
	\$168,028.96

Grant Funding @308.82 per pupil	
	\$168,028.96

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