



Application

70554 - Teacher Leadership and Compensation (TLC) System

73764 - Teacher Leadership and Compensation Plan

Teacher Leadership and Compensation System

Status: Under Review

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### Primary Contact

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)

Fax:

Agency

### Organization Information

Organization Name:

Oelwein Community School District

Organization Type:

K-12 Education

Tax ID:

42-6003001

**DUNS:** 03-463-8189  
**Organization Website:** oelwein.k12.ia.us  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Oelwein Community School District

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

**County-District Number** 33-4869

*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.*

**Honorific** Mr.

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**City** Oelwein

**State** Iowa

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

**Zip Code** 50662

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## TLC Application Contact

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City

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State

Iowa

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Zip Code

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## **Abstract/ Executive Summary**

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

**Teacher Leadership and Compensation Plan**  
**Oelwein Community School District**  
**Executive Summary**

Creating teacher leadership positions, where teachers serve as instructional coaches, model teachers and curriculum leaders, will be the key to the success of the Oelwein Teacher Leadership Compensation plan.

**Vision**

We believe recruiting, supporting, and retaining effective educators is essential for our students to achieve their hopes and dreams for the future.

**Goals**

Achieving this vision will be determined by our ability to recruit dedicated educators, provide support, reward competence, and retain effective educators who will strive to improve student learning. After reviewing the state goals and holding a conversation about the district needs, district-level goals for the TLC plan were created.

- Oelwein Goal 1: Attract Teachers
- Oelwein Goal 2: Retain Teachers
- Oelwein Goal 3: Collaboration
- Oelwein Goal 4: Reward Teachers
- Oelwein Goal 5: Improve Student Learning

To accomplish the district and state goals, the Oelwein TLC Plan will provide for three full-time Instructional Coaches (one for each level: PreK-5 elementary, 6-8 middle school and 9-12 high school), 10 Curriculum Leaders, and 11 Model Teachers. This total of 24 teacher leaders will achieve the requirement of 25% of the faculty in leadership roles.

Instructional Coach: The Instructional Coach is a full-time experienced and effective teacher who helps colleague with planning, instruction, assessment, and data analysis. 80% of their time will be engaged in coaching duties and 20% in teacher/leader duties. The coach primarily works one-on-one as a partner with the teacher on improving instruction and student learning. The coach is expected to build a trusting relationship with teachers. Specifically, the coach will partner with the teacher to:

- Facilitate understanding of the Iowa Core
- Facilitate understanding of the district initiatives
- Assist teachers in analyzing needs and data, setting goals, and locating appropriate strategies
- Collaborate with teachers in developing instructional plans to bring about improvement
- Analyze classroom practice through observation, data analysis, review of student work
- Provide feedback on strengths and weaknesses and strategies for improvement
- Use co-teaching and modeling to increase understanding of teaching strategies
- Empower teachers through targeted professional development
- Attend professional development meetings and trainings to increase coaching skills
- Chair local TLC team meetings
- Attend DLT meetings

Curriculum Leaders: The second major component of the Oelwein Plan is the concept of Curriculum Leaders for K-12. These leaders are full-time teachers with their additional curriculum leadership responsibilities fulfilled outside the contracted school day. 90% of their Curriculum/PD time is spent performing teacher leadership duties and 10% is used in collaboration with the Instructional Coaches, Model Teachers and the administration. In this role, Curriculum Leaders would organize and lead K-12 department meetings, lead textbook adoption efforts, discuss scope and sequence of curriculum, serve as the department liaison with the administration, present course changes to the administration and school board for adoption, serve as a mentor to new teachers, conduct orientation for new department heads, serve as a mediator on departmental issues, analyze needs and make recommendations for professional development to the District Leadership Team. These leaders will work with the administration and Instructional Coaches to help implement some of the professional development training and will serve on the DLT, which will determine the professional development schedule for the next school year. There will be 10 Curriculum Leaders; one in each of the following areas: PreK-2nd Grades, 3-5 Grades, PreK-12 Special Education, 6-12 English/Language Arts/ Foreign Language, 6-12 Mathematics, 6-12 Science/Health/Physical Education, 6-12 Social Science, PreK-12 Technology/Media/Guidance/TAG, 7-12 Career and Technical (CTE), PreK-12 Fine/Performing Arts.

Model Teachers: The third component of the Oelwein TLC Plan includes teacher-leaders serving as formal Model Teachers. 90% of their time is spent performing teacher leadership duties and 10% is used in collaboration with the Instructional Coaches,

Curriculum Leaders and administrators. In this role, teachers would remain in their classroom assignments; however, they would serve as the grade-level or building-level contacts for support when teachers need or request assistance. Model Teachers would have an open door for those wanting to visit their class to see effective teaching practices in action. The job description for these positions will include: being the first to support teachers needing assistance with classroom management, consulting on assessment practices, giving ideas for an effective teaching or learning strategy to incorporate in a specific lesson or unit, consultation on handling parent communication, assistance in developing the annual Professional Growth Plan, appropriate use of student performance data, etc. In short, a Model Teacher will provide the “just in time” support needed to help teachers be successful on a daily basis. Teachers in the Model Teacher role will remain in their classrooms, but receive an annual stipend and extended contract for their expanded responsibilities in the district. There will be one Model Teacher per grade level in grades PreK- 5, two Model Teachers serving grades 6-8 and three Model Teachers serving grades 9-12. In all, the district would have eleven teacher-leaders serving in the role as Model Teachers. Each of the teachers in a leadership role will receive a supplemental salary to compensate for the additional time and responsibilities required for this position.

**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**

**Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:**

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
  
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
  
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

## **Planning Grant: Plan Development Process and Quality of the Plan**

The Teacher Leadership and Compensation Planning Grant has been used to fund time for stakeholder groups to learn, reflect, and hold conversations about improving teacher skills and student learning. Plan developers studied AEA workshop materials, teacher compensation research and information on the DE website. The state's goals for the TLC law, district and building goals, actions plans, and district data were reviewed to determine how the TLC plan could be most useful. The stakeholder groups, identified below, in collaboration with Keystone AEA, then began the process of prioritizing our needs and connecting the district's needs to the TLC options. The selection of the 3<sup>rd</sup> TLC plan option was made after this analysis. The funds paid for substitute teachers to allow the District Leadership Team (DLT) to attend workshops and TLC meetings and hold in-depth planning meetings that resulted in this TLC plan. The funding has also paid the expenses for food and transportation, reimbursed the expenses of a board member and parent who attended TLC training in October and missed a day of work, and provided light refreshments at a School Improvement Advisory Meeting (SIAC) and during DLT work sessions.

### **Stakeholder Groups**

*Administrator Engagement.* The planning process for the Oelwein TLC plan began last summer after the passage of the Teacher Leadership and Compensation Law. The superintendent began sharing information with district administrators in August. In October, the Department of Education conducted four webinars, which were viewed to gain additional information about TLC guidelines. Keystone AEA hosted a meeting with area superintendents which included an overview of the TLC law and guidelines by DE consultant, Peter Ansingh. Keystone AEA also hosted four workshops with presenters on what effective teacher leadership looks like in schools and some ideas on the process used to create such a system. Additional information was gained from documents found on the DE website and at a conference presented by SAI in Des Moines on October 24, which was attended by Dr. Ansingh and Ryan Wise. On November 19, all district administrators participated in an all-day workshop of the District Leadership Team to learn more about the TLC law and begin developing the district's TLC plan.

*School Board Engagement.* An overview of the TLC law was shared with the Oelwein School Board during the September board meeting. One board member attended the TLC workshop in October and two board members participated in a November DLT meeting. The school board was strongly in support of submitting a plan and using the District Leadership Team as the planning and writing committee. However, the Board strongly opposed a plan that pulled the best teachers from the classroom for a portion of the school day. All school board members attended the SIAC held on January 20 which discussed the TLC plan and solicited community feedback. At the January 27 school board meeting, the Board unanimously voted to accept the final version of the plan.

*Community/Parent Engagement.* In November, the superintendent wrote an article explaining the TLC law and the district's plan to submit an application. This was printed in the newspaper and on the district's website and Facebook page. A parent attended a Keystone AEA meeting on the PLC law and two parents participated with the DLT in the planning meeting in November. A SIAC meeting was held on January 20 for additional parent and community input. Following this SIAC meeting, another article containing an executive summary of the Oelwein TLC Plan was written and printed and distributed to the community. The draft version of the entire plan was posted on the district's website and Facebook page in mid-January for patrons to review. In addition, a presentation were given to the local Rotary service group explaining the TLC Plan and requesting feedback.

*District Leadership Team (DLT) Engagement.* The DLT consists of 10 teachers representing all levels and academic disciplines, three building principals, the technology coach, two school board members, two parents, a Keystone AEA consultant and the superintendent. The DLT met for an all-day work session on November 19, where all components of the TLC law were discussed. The DLT used information and guidance supplied from the DE webinars and Keystone AEA planning sessions. The DLT voted to move forward with an application by the January 31 deadline. When all members of the DLT were comfortable with their knowledge of the TLC law, a vision statement was created and five goals were established that meet district needs and connected to the state goals. The Comparable Plan Model was eventually selected since it provides the district the greatest level of flexibility. The DLT established an ad hoc committee consisting of the technology coach, an elementary/middle school principal, a high school teacher, a school board member and the superintendent with the charge of developing a draft of the district's TLC application.

### **Support For and Commitment to the Plan.**

*Administrator support:* All administrators approved the plan as designed. Their work with the SAM program has positioned them to be instructional leaders who are essential to strengthening teacher effectiveness and increasing student achievement.

*School Board Support:* On January 27, the school board voiced support for the plan and voted unanimously to accept the plan

as presented.

*Teacher Support:* A meeting was held with the entire faculty on January 6 to review the final plan to attract, retain, collaborate, reward, and improve student learning. Teacher commitment is very high with 86% of the faculty supporting the TLC plan on a survey sent out in early January.

*Community/Parent Support:* The SIAC reviewed the application on January 20 and approved the plan. Written feedback after the SIAC meeting showed 100% support of the plan by the parents and community members.

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## **Narrative**

**Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)**

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

**Vision:** We believe recruiting, supporting, and retaining effective educators is essential for our students to achieve their hopes and dreams for the future.

**Oelwein Goal 1: Attract Teachers:** Attract able and promising new teachers by offering extended contracts and more extensive new teacher orientations for 1) staff development tied to Oelwein initiatives including, but not limited to: DuFour’s Professional Learning Community philosophy and principles, 1:1 technology, Positive Behavior Intervention Supports, Iowa Core Curriculum Standards, leadership skills, and 2) scheduled released time during the school day for coaching and observing model teachers.

*Connection to State Goal 1: “Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.”* Both the state and this Oelwein goal focus on attracting new teachers. Oelwein’s present salary schedule is competitive and above that recommended for beginning teachers. Because of this, Oelwein will focus on professional development and on opportunities for new teachers to learn from model teachers and instructional coaches.

**Oelwein Goal 2: Retain Teachers:** Retain effective teachers by providing career opportunities to advance in their profession as model teachers, curriculum leaders, or instructional coaches with a focus on reading and math.

*Connection to State Goal 2: “Retain effective teachers by providing enhanced career opportunities.”* Both the state and Oelwein goals address how to retain effective teachers.

**Oelwein Goal 3: Collaboration:** Improve communication and collaboration between/among colleagues by providing a collaboration plan with adequate time, guidance and training for teachers in various grade levels, content areas, special needs/regular education, and involving the AEA and Oelwein staff.

*Connection to State Goal 3: “Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.”* Goals for both Oelwein and the State recognize the need for quality teacher interaction through collaboration at the local, regional, and state level.

**Oelwein Goal 4: Reward Teachers:** Reward effective teachers by implementing a career plan with increased responsibilities for teachers with increased compensation for extended contracts and additional responsibilities.

*Connection to State Goal 4: “Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.”* Both the TLC law and the Oelwein plan address the need to provide a pathway for increased responsibilities and compensation. The Oelwein goal defines the specific responsibilities that have been identified for providing additional leadership responsibilities and compensation.

**Oelwein Goal 5: Improve Student Learning:** Improve student learning through implementation of the Iowa Core (instruction, including content and strategies, curriculum, assessments) and the district curriculum with a special emphasis on reading and math.

*Connection to State Goal 5: “Improve student achievement by strengthening instruction.”* Both Oelwein and the state goal focus on student learning. Oelwein specifically identified the Iowa Core Standards as the goal for the future of the district, yet also included the content and skills of the total district curriculum as a target for student learning.

**Local Achievement Data:** Our local goals are to improve student achievement in math and reading. With research showing that the most critical school factor for student success is the teacher, our TLC plan will reward effective teachers with additional responsibility and compensation.

Grade	2	3	4	5	6	7	8	9	10	11
Reading										
Proficient	51%	63%	67%	73%	55%	57%	64%	79%	75%	80%
Math										
Proficient	67%	63%	74%	70%	61%	70%	77%	77%	72%	74%

**State/Oelwein Goal 1: Attract Teachers:** The present new teacher mentoring induction and mentoring program is a one-day orientation held prior to the start of school. The agenda for this day includes a review of the policies and procedures, technology support, school improvement plans, and an introduction to Professional Learning Communities through a book study of the DuFour book, *Whatever It Takes*. The TLC plan will increase the time available to new teachers from 1 to 5 days and will provide additional focus on reading and math.

**State/Oelwein Goal 2: Retain Teachers:** At present, teachers have no opportunities for advancement outside of the salary schedule, which rewards experience and education. The Oelwein TLC plan will offer 24 teachers (25% of the faculty) the opportunity to advance through appointment as a model teacher, curriculum leader, or instructional coach.

**State/Oelwein Goal 3: Collaboration:** The PLC provides time for teachers to meet in grade level groups to discuss student needs and ways to improve student achievement. While this is necessary, it is not sufficient to provide time for curriculum and professional development collaboration and meeting the instructional needs of the individual teacher. The TLC plan will expand present collaboration to provide time before and after school for teachers to work with instructional coaches, curriculum leaders or model teachers.

**State/Oelwein Goal 4: Reward Teachers:** At present, there is no structure for rewarding teachers for serving as a model teacher, curriculum leader, or as an instructional coach (with the exception of the new position of technology coach which was added in the 2012-13 school year). The TLC plan will provide a reward structure for teacher/leaders filling these new roles.

**State/Oelwein Goal 5: Improve Student Learning:** District initiatives in reading and math have been successful for some teachers and students, yet not all students have increased their skills. The TLC plan will provide teachers with access to model teachers and instructional coaches, who will focus on strengthening the instruction practices of all teachers.

**Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)**

Our plan links to the district initiatives described below and to our district goals of all students achieving a minimum of one year of growth in reading and math.

Initiative #1: Professional Learning Communities (PLC)

The Oelwein School Improvement Plan centers on the work of Richard DuFour in his book, Whatever It Takes. All faculty, administrators and school board members conducted a book study to learn about and discuss the principles behind creating a school that meets the needs of all students through the use of effective Professional Learning Communities. PLC principles include teacher collaboration on student performance data, designing common assessments, and designing a Response to Interventions when students fail to achieve the learning goals. The district embarked on an improvement plan that focuses on answering the four questions DuFour lists in his book: 1) What should all students know and be able to do? 2) How do we know all students have met these learning goals? 3) What plan of action is there for those not meeting the goals? 4) What do we do for those who have already met the learning expectations?

Initiative #2: Curriculum Mapping and Standards Alignment with the Iowa Core

The district uses the Curriculum Mapper program to organize the course and grade level maps, to align curriculum to the Iowa Core, and to allow reports to be generated that identify gaps and unnecessary overlaps in instruction. This created a focus for instruction and required teachers to answer the first question of the district school improvement efforts: "What should all students know and be able to do?"

Initiative #3: 1:1 Technology

The district recognizes the use of technology plays an essential role in improving the quality of instruction. The district's mission is to facilitate the integration of existing, and emerging technologies, in order to enhance learning opportunities for all students and to promote lifelong learning. In 2012, the district began the 1:1 initiative by creating the full-time position of instructional technology coach. This began with 6<sup>th</sup> graders receiving laptop computers at the beginning of the 2013-14 school year and will be followed by all students in grades 7-12 receiving laptops at the beginning of the 2014-15 school year. Prior to the roll-out, teachers received training in using computer technology to transform student learning. A goal of the 1:1 program is developing students with a greater level of ownership in their own learning.

Initiative #4: Increasing student achievement in Reading and Math

Jolly Phonics, a program to develop reading and writing skills in the lower grades, and Husky Adventures, an elementary and middle school before/after school program, are two programs to help improve student achievement. Fusion, an intensive reading intervention for struggling adolescent readers, is used in grades 6 – 12. Second Chance reading is used at the high school level for students who are not proficient in reading. Math interventions at the elementary include Cognitive Guided Instruction, a professional development program that focuses on the development of mathematics thinking skills. ALEKS, used at the elementary and middle school level, is a software program that assesses student knowledge and delivers individualized targeted instruction. PBIS is used K-12 to positively impact school climate.

Initiative #5: Skills Iowa: Assessment and Skills

Skills Iowa is a web-based technology tool that is linked to the Iowa Core. This initiative is used in reading and math in grades 3 – 12. Teachers are trained in giving the assessment and in utilizing the tutorial to provide extra instruction and practice. Teachers give the on-line assessment, analyze the data and use the tutorials to monitor the progress of students and make instructional adjustments.

**Connection of Teacher Leader Roles to District Initiatives**

One of the greatest challenges the district experiences is providing the support to teachers needed to implement the Iowa Core Standards successfully. Creating leadership positions will be the key to the success of the TLC plan.

Model Teachers: The role of the Model Teacher is to demonstrate good teaching practices, provide feedback, collaborate and serve as a professional confidant. They will demonstrate effective instructional strategies, positive behavioral interventions, and appropriate use of technology.

Curriculum Leaders: Curriculum Leaders serve to provide a formal communication and coordination link among teachers for discussion of the Iowa Core and curricular issues in the building or with the administration. They will focus their efforts on district Initiative #2, Curriculum Mapping and Initiative #5, Skills Iowa Assessment and Skills. These leaders will be the “go to” experts to guide teachers in matters of curriculum and assessment. They will assist teachers with their Curriculum Mapper work including identifying the content to be taught, linking content to the Iowa Core, specifying the instructional strategies to be used, and linking assessment to the course standards.

Instructional Coaches: Instructional Coaches will demonstrate effective practices, provide resources, observe classroom practices and make recommendations for using evidence-based teaching strategies. These full-time coaches will schedule sufficient time for in-depth assistance and guidance. They will focus on Initiative #1: Professional Learning Community, Initiative #3: 1:1 Technology, Initiative # 4: Improve student achievement in reading and math, Initiative #5: Skills Iowa and work in collaboration with Curriculum Leaders for Initiative #2: Curriculum Mapping. Each of the Instructional Coaches will work in collaboration with the present Technology Coach. Instructional Coaches will work with teachers to answer the four questions posed in the DuFour book, Whatever It Takes. They will also work closely with the administration to coordinate efforts involving instructional leadership and teacher support.

**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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

Use of Teacher Leaders and Funding to Improve Entry into the Profession for New Teachers

The district's TLC Plan includes a five-day new teacher orientation and induction schedule. Time is allowed for new teachers to work with teacher leaders to discuss classroom policies and procedures, grading practice, lesson design, and our local initiatives of PLC, curriculum mapping, technology, increasing student achievement in reading and math, and Skills Iowa. Additional time will also be available for more extensive work with the technology coach on utilizing the technology found in a 1:1 environment. The TLC Plan will provide the time for new teachers to receive extensive training and to build relationships with teacher leaders prior to the start of school. Teacher leaders will be available during the school day to model, critique and provide the support the beginning teacher needs. The additional state funding that goes along with the approved plan will provide the financial resources for the district to pay new teachers for this week of preparation for the upcoming school year.

These funds will also go towards providing extended contracts, substitute teachers, and stipends for curriculum leaders, model teachers and three instructional coaches.

Analysis of the Effectiveness of the Current Induction and Mentoring Programs.

The present new teacher induction program is a one-day orientation held two weeks prior to the start of school. The agenda for this day includes a review of district policies and procedures and an overview of district professional development initiatives and district goals and action plans. Time is made to meet with the building principal to review policy and procedures, building goals and action plans and discuss the new teacher's classroom management plan. Little time remains to meet the teacher's mentor and begin building a positive professional relationship. The district mentoring program has each new teacher entered into a two-year program that addresses personal and professional needs and provides guidance on the Iowa Teaching Standards. A mentor is assigned to observe, critique, and provide support on effective teaching practices. Although this program has merit, due to the intense demands on teachers, gaps in the present mentor program cause frustrations among new teachers. Some of the more noticeable gaps are:

- The effectiveness of the mentors is limited due to inadequate time to spend with mentees before the school year and during the school day.
- New teachers do not have ready access to a team of district leaders for support.
- Principals notice new teachers work well in the PLC, but teachers continue to work in isolation with little time for quality conversations with their mentors.
- New teachers are expected to hit the ground running with little time to fully understand the district goals and initiatives.
- They are reluctant to ask for additional help and guidance because they fear they will be seen as less than competent.

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## **Narrative**

**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)Description of the responsibilities and duties for each 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)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

## Multiple, Meaningful, And Differentiated Teacher Leadership Roles

The TLC Plan will provide for three full-time Instructional Coaches (one for each level: PreK-5 elementary, 6-8 middle school and 9-12 high school), 10 Curriculum Leaders, and 11 Model Teachers.

**Instructional Coach:** The Instructional Coach is a full-time experienced and effective teacher who helps colleagues with planning, instruction, assessment, and data analysis. 80% of their time will be engaged in coaching duties and 20% in teacher/leader duties. The coach primarily works one-on-one as a partner with the teacher on improving instruction and student learning. The coach is expected to build a trusting relationship with teachers. Specifically, the coach will partner with the teacher to:

- Facilitate understanding of the Iowa Core
- Facilitate understanding of the district initiatives
- Assist teachers in analyzing needs and data, setting goals, and locating appropriate strategies
- Collaborate with teachers in developing instructional plans to bring about improvement
- Analyze classroom practice through observation, data analysis, review of student work
- Provide feedback on strengths and weaknesses and strategies for improvement
- Use co-teaching and modeling to increase understanding of teaching strategies
- Empower teachers through targeted professional development
- Attend professional development meetings and trainings to increase coaching skills
- Chair local TLC team meetings
- Attend the DLT meetings

The district is having a successful experience with a full-time Technology Coach who partners with PreK-12 teachers on using technology in their classrooms. The faculty has been very receptive to the concept of Instructional Coaches, which is evidenced by the collaboration between the Technology Coach and the faculty.

## Curriculum Leaders

The Curriculum Leaders are full-time teachers with their additional curriculum leadership responsibilities fulfilled outside the contracted school day. 90% of their Curriculum/PD time is spent performing teacher leadership duties and 10% used in collaboration with the Instructional Coaches, Model Teachers and the administration. Curriculum Leaders would organize and lead K-12 department meetings, lead textbook adoption efforts, discuss scope and sequence of curriculum, serve as the department liaison with the administration, present course changes to the administration and school board for adoption, serve as a mentor to new teachers, conduct orientations for new department heads, serve as a mediator on departmental issues, analyze needs and make recommendations for professional development to the District Leadership Team. These leaders will work with the administration and Instructional Coaches to help implement some of the professional development training and will serve on the DLT, which will determine the professional development schedule for the next school year. The 10 Curriculum Leaders include one in each of the following areas: PreK-2nd Grades, 3-5 Grades, PreK-12 Special Education, 6-12 English/Language Arts/Foreign Language, 6-12 Mathematics, 6-12 Science/Health/Physical Education, 6-12 Social Science, PreK-12 Technology/Media/Guidance/TAG, 7-12 Career and Technical (CTE), PreK-12 Fine/Performing Arts. Each of the department or grade level Curriculum Leaders will receive an annual stipend and days of extended contract in the summer for the leadership team's professional development and new teacher orientation.

**Model Teachers:** Model Teachers will spend 90% of their time performing teacher leadership duties and 10% used in collaboration with the Instructional Coaches, Curriculum Leaders and administrators. In this role, teachers would remain with their classroom assignments; however, they would serve as the grade-level or building-level contacts for support when teachers need or request assistance. Model Teachers would have an open door for those wanting to visit their class to see effective teaching practices in action.

The job description for these positions will include: being the first to support teachers needing assistance with classroom management, consulting on assessment practices, giving ideas for an effective teaching or learning strategy to incorporate in a

Growth Plan, appropriate use of student performance data, etc. In short, a Model Teacher will provide the “just in time” support needed to help teachers be successful on a daily basis. Model Teachers will remain in their classrooms, but receive an annual stipend and extended contract for their expanded responsibilities in the district. There will be one Model Teacher per grade level in grades PreK- 5, two Model Teachers serving grades 6-8 and three Model Teachers serving grades 9-12.

The Oelwein School District employs a FTE of 98 teachers. The Oelwein TLC Plan will have 24 teacher-leaders in one of three different leadership roles:

- 3 - Instructional Coaches
- 10 - Curriculum Leaders
- 11 - Model Teachers

How Do Roles Fit Together: The Model Teacher will be the first contact for the faculty, especially new teachers. The Instructional Coach will provide more in-depth assistance for assisting teachers with strategies to improve student achievement. The Curriculum Leader will focus on the curricular issues that need attention. All will work on the TLC goals and the district initiatives to focus on increasing student achievement. Many will also serve on the DLT.

Coherent Instructional Improvement Strategy To Improve Student Achievement And Learning:

Collaboration and communication among all the teacher-leaders is the essential factor in creating a coherent instruction improvement strategy. Teachers will work with an Instructional Coach, a Curriculum Leader and a Model Teacher. Each leader must give the same school improvement message to the teacher if student achievement is to improve. The Model Teacher, who is the first contact, must speak with the same voice as the Curriculum Leader and the Instructional Coach. While email is a strategy for handling quick issues, face-to-face communication will be required. The Instructional Coaches are full time teacher-leaders who will be the lead person to develop meeting agendas, keep records, and report to the administration.

The team will use the steps and tools outlined in the Iowa Professional Development Model as a guide for organizing and conducting team meetings.

Professional development will be targeted to the district initiatives and the TLC plan. Information and data will be collected and analyzed to determine the specific needs of individuals or groups. Professional development recommendations are a function of the TLC Leadership team and brought to the District Leadership Team for action. The leadership team will consider district initiatives and TLC goals in planning professional development. In addition, PD will be scheduled to meet the needs of the teacher leadership team to develop, maintain, and improve their skills. Student achievement and learning will increase as teachers benefit from receiving personalized staff development, a consistent message about effective teaching, and in-time assistance from a cadre of well-trained teacher leaders.

**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)Measures of effectiveness**

**b)Professional growth**

## **Selection of Teacher Leaders**

The application will ask for:

- Advanced degrees
- National Board Certification
- Evidence of a deep understanding of the Iowa/Common Core Curriculum Standards
- Demonstrated success in previous teacher leadership positions, i.e., PLC, department head, TQ Chairperson, Building Leadership Team, District Leadership Team, etc.
- Participation in Professional Development (both required and not required by the district)
- Recognized as skilled in the use of instructional strategies or technology
- Student performance on Standardized and Benchmark Assessments
- Evidence of successfully meeting all of the Iowa Teaching Standards

The school board will appoint a site-based review council of teachers and administrators from each of the district's attendance centers. The council will accept and review applications. Their recommendations will be submitted to the principals for their review and then forwarded to the superintendent. The superintendent will take the recommendations to the Board of Education for approval.

### **Measure of Effectiveness: (How effectiveness of the candidates will be determined)**

A five point scale will be used to determine which applicants best fulfill the criteria.

1 = not meeting the criteria, 3 = meets the criteria, 5 = demonstrates high level of commitment by going beyond the requirements

**Advanced Degrees:** Advanced degrees in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration or a specific discipline.

**National Board Certification:** Teachers having been selected as National Board Certified have already demonstrated a high level of teacher effectiveness. The emphasis on reflective teaching, data analysis, and effective teaching and learning strategies required of a Board Certified teacher is evidence of effectiveness.

**Deep Understanding of the Iowa Core Curriculum Standards:** Teachers would provide artifacts showing the use of instructional strategies that connect closely to the Iowa Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards.

**Demonstrated success in previous teacher leadership positions:** Those who have served as a formal department head, leadership role in PLC, building representative to the administration, chairperson of the Teacher Quality Committee, etc. would rate higher.

**Professional Development:** Greater emphasis will be placed on participation in workshops/conferences not required by the school district. Teachers who show initiative by improving their skills would rate higher.

**Understanding of instructional strategies and technology:** Evidence of expertise in the use of instructional strategies, technology or professional development would include being selected as a trainer to present to the faculty, selection by Keystone AEA to present at a regional conference or selection by a state education organization to present at a workshop or conference. Someone who has been visited by educators from other districts or has been invited to consult for other districts would be recognized as being skilled.

**Student Performance on Standardized and Benchmark Assessments:** The accountability movement requires that student performance factor into the selection process for teacher leadership positions. Using the results of a single year of data on standardized tests does not present a reliable measure of teacher performance. Three years of data does provide a greater level of reliability. The most recent three years of data will be used. An accurate measure of a teacher's effectiveness at improving student achievement is using the average growth of an entire class compared to the same students the previous year. Benchmark assessments will be used to help with the selection of teacher leaders. The results of quarterly benchmark assessments and other assessments given several times during the school year, i.e., DIBELS, Skills Iowa, etc., will be used at the PreK- 5 level. Those showing high levels of student growth will receive preference. Using student performance becomes more difficult and less reliable at the secondary level due to multiple teachers contributing to the performance of students and teachers specializing in areas that are not measured on a standardized or benchmark assessment, i.e., physical education, foreign language, art, music, etc. The other seven criteria for making the selection of teacher leaders will be used at the secondary level.

**Evidence of successfully meeting all of the Iowa Teaching Standards:** Artifacts of instructional strategies and teaching practice that demonstrates success in the Iowa Teaching Standards would be used as evidence of a high level of performance in a particular area or skill.

**Evaluation of Professional Growth of Selected Teachers Leaders**

The professional growth of the teacher leaders will be linked to the district initiatives of PLC, technology, Skills Iowa, increasing student achievement in reading and math, curriculum mapping and understanding of the Iowa/Common Core. Candidates will need to show evidence of continued participation in PD that aligns with our district initiatives. Measuring the professional growth of individual teachers is achieved by recording participation in professional growth opportunities, taking advanced course work in classes that directly impact teacher performance by meeting the goals written in the annual Professional Growth Plan, and anecdotal evidence of improved instructional methods that better engage students in their own learning and increase their achievement.

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## **Narrative**

**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)Description of the role teacher leaders will play in the creation and delivery of professional development.**

**b)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.*

### **Current Professional Development Program**

In other district initiatives, particularly reading and math, teachers often use new strategies in isolation with little immediate feedback. This can result in the return to familiar ways of doing things, leaving the implementation of PD strategies to be less than desired. Integration of the Iowa Core into the curriculum is part of the PD schedule, but with no instructional coach readily available for support, implementation is uneven among teachers

### **Role For Teacher Leaders In The Development Of Professional Development**

The first step will be constructing well-defined job descriptions that clearly explain the duties of the Instructional Coaches, Curriculum Leaders and Model Teachers to avoid overlap in their duties and responsibilities. Having a clearly defined separation between the role of the principal as the instructional leader and the duties of the Instructional Coaches is very critical to the success of the plan. This TLC plan is not intending to remove the building principals from instructional leadership duties. Instead, the Instructional Coaches will work hand-in-hand with the building principals to improve instructional practices. Equally important will be establishing a clear understanding that teacher leaders are not part of the formal evaluation process. There must be regular meetings between the administration and the teacher leaders to discuss responsibilities, coordinate levels of support for teachers, plan for building-level professional development and trouble-shoot issues.

Another very important type of professional development provided in the Oelwein TLC Plan is to establish the foundation teacher leaders must have to provide the needed assistance to teachers. This foundation is the Iowa Core Curriculum Standards. All teacher leaders and administrators will receive training on how to assist classroom teachers in successfully implementing the Iowa Core. The Iowa Core represents the “what” in student learning while instructional strategies, technology and assessment are examples of the “how.” The “what” must come before the “how” for there to be a clear direction to improve learning. In short, the Iowa Core is the glue that holds the entire teacher leadership plan in place. Extended contract time for teacher leaders will be used to provide training on how to successfully implement the Iowa Core Standards and how to help colleagues implement these standards as well. Additional training will also be given to deepen their knowledge of instruction and learning strategies as a means to better engage students in their own learning. The use of technology to transform learning in the classroom and the effective use of formative assessments are two areas of emphasis embedded in this training.

### **The Role Teacher Leaders Will Play In The Creation of Professional Development**

Teachers will have input into what PD is needed to accomplish district initiatives. The DLT will create a needs assessment, while teacher leaders will analyze the results and report back to the DLT on what professional development is needed. Using the PD topics identified by the faculty, the TLC Leadership team will create a PD schedule based on the needs of classroom teachers. The Instructional Coaches will handle the operational details of the overall PD plan, while the Curriculum Leaders will manage the Iowa Core part of the plan. In addition, the Model Teacher and Instructional Coaches will manage the instructional strategies. Evaluation of the new PD will include a survey of all faculty members. The information from the program evaluation will be used to make any adjustments. The Instructional Coaches and Curriculum Leaders will be the teacher representatives on the DLT, which serves as a working committee to address district-level topics, such as, professional development and Teacher Quality.

### **Teacher Leader Involvement In The Delivery Of Professional Development**

During the implementation of professional development, Instructional Coaches will be available to teachers for in-depth help. Model Teachers will be available during the school day for new teachers and others to observe the successful implementation of teaching strategies. Time will be available for collaboration, feedback, questions and guidance. The Model Teachers and the Instructional Coaches will be responsible to model, support, and give feedback on the newly learned strategies. Curriculum Leaders are the content specialists with the responsibility of assisting teachers as they review and revise curriculum to reflect the Core Standards.

### **Alignment of TLC Plan and the Iowa Professional Development Model (IPDM)**

<b>IPDM Elements</b>	<b>TLC Plan</b>
Collect and analyze student data	The TLC Leadership team in collaboration with the classroom teachers will collect and analyze the student data
Goal setting and student learning	The TLC Leadership Team will work collaboratively with teachers to set goals for the district initiatives of PLC, Iowa Core, technology, reading and math achievement, and Skills Iowa.

Selecting content	The TLC Leadership Team will work collaboratively with teachers to create a professional development program.
Designing Process for professional development	The TLC Leadership team will create a professional development schedule based on the needs of the classroom teachers.
Training and Learning Opportunities	The Instructional Coaches and Model Teachers will be available during the school day to help with implementation. Curriculum Leaders will be available during district scheduled PD, early-outs, before and after school.
Collaboration and Implementation	The TLC Leadership Team will work in collaboration with classroom teachers
Ongoing data collection (formative evaluation)	The TLC Leadership Team will be responsible for ongoing data collection
Adjust plan if needed	Working collaboratively with administrators, the TLC team will make adjustments based on the results of the data.
Program evaluation (summative evaluation)	The TLC Team is responsible for program evaluation in collaboration with Oelwein's AEA

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

**a)Description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures.**

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

## **Measurement of the Impact of TLC**

Information used to measure each goal are:

- Teacher, parent, student and alumni satisfaction surveys
- Feedback by the faculty on the effectiveness of teacher leaders
- Principal observation and evaluation
- Curriculum Mapper documents
- Student achievement measures: Iowa Assessments, Skills Iowa and Grade Level Benchmark Assessments, DIBELS, discipline records, etc.
- Anecdotal records of administrators and teachers, the amount and type of teacher collaboration
- Instructional Leader anecdotal records showing when and how often learning strategies are used.
- Focus group and SIAC feedback from students and alumni on how well prepared they felt for the next level of education
- Central Office records of teacher hires and retention

**Oelwein Goal 1: Attract Teachers:** Attract new teachers by offering extended contracts for staff development tied to Oelwein initiatives, DuFour's Professional Learning Community philosophy and principles, Curriculum Mapping and Iowa Core, 1:1 technology, Student Achievement in Reading and Math and Skills Iowa. Schedule release time during the school day for coaching and observing model teachers.

Measure of Progress: Short Term (1-2 years)

- 90% of new teacher report satisfaction with staff development
- 90% of new teacher report satisfaction with allotted time for coaching and observing

Measure of Progress: Long Term

- Records of teacher retention indicate 90% retention, excluding those who leave due to retirement or family relocation.

**Oelwein Goal 2: Retain Teachers:** Retain effective teachers by providing a career opportunities plan so they can advance as Model Teachers, Curriculum Leaders, or Instructional Coaches for reading and math.

Measure of Progress: Short Term

- The results of annual teacher surveys show 90% teacher satisfaction with the career opportunities plan.

Measure of Progress: Long Term

- Teachers cite career opportunities plan as a factor in remaining in the district.

**Oelwein Goal 3: Collaboration:** Improve communication and collaboration among colleagues by providing a collaboration plan with adequate time, guidance and training in various grade levels, content areas, special needs/regular education, and involving the AEA and Oelwein staff.

Measure of Progress: Short Term

- Teacher satisfaction with the level of open collaboration during the school year.
- Teacher satisfaction with established protocols that allow collaboration to function effectively.
- Evidence that collaboration has increased effectiveness of teachers
- Annual student surveys showing students believe teachers are using more instructional strategies and technology to increase student engagement and ownership in their own learning.

Measure of Progress: Long Term

- Time and protocols for collaboration have been formally adopted and are in place.
- Collaboration is an established procedure in the school district.

**Oelwein Goal 4: Reward Teachers:** Reward effective teachers by implementing a career plan with increased responsibilities as Model Teachers, Curriculum Leaders, and Instructional Coaches with increased compensation for extended contracts and additional responsibilities.

Measure of Progress: Short Term

- The result of annual teacher surveys show the level of teacher satisfaction has increased because of career opportunities.
- Teachers sign contracts to fill all available leadership positions.

Measure of Progress: Long Term

- More teachers are applying for leadership positions in the school than positions available.
- Few teachers are reporting "teacher burn out" and leaving the profession.
- Results of surveys from teacher leaders showing a high level of job satisfaction and a feeling their work is making a difference.

**Oelwein Goal 5: Improve Student Learning:** Improve student learning through implementation of the Iowa/Common Core

(instruction, including content and strategies, curriculum, assessments) and the district curriculum with emphasis on reading and math.

Measure of Progress: Short Term

- Standardized tests show increased achievement in reading and math
- Results of parent surveys showing a greater level of satisfaction in the learning experiences for their children.
- Administrator data from classroom visits showing an increase in the use of effective teaching and learning strategies and a greater use of problem-based or challenge-based learning experiences.
- Administrator data of teachers relying less on lecture and acting more as facilitators of learning.

Measure of Progress: Long Term

- Building level goals for student achievement in reading and math are met.
- Greater levels of satisfaction reported by past graduates on alumni survey.
- Fewer student discipline problems as a result of higher levels of student engagement.
- Improved student attendance as a product of improved instructional strategies that make learning more relevant and engaging.
- A greater percentage of students choose to attend post-secondary education.
- A reduction in the number of drop outs
- Fewer home-schooled or open enrollments out of the district.
- Improved student performance on standardized and benchmark assessments.
- More students meet the district's student achievement goals.

#### **Monitor and Adjust the TLC**

Modifications will be made based upon the results of these measurements of progress. Survey results that fail to show the expected level of progress will be analyzed to find the specific cause. If survey results show teachers are not showing a greater level of satisfaction then the type and level of support provided by the teacher leaders and administrators will be reviewed. Faculty members will provide feedback on the work of the teacher leaders to determine areas for growth and improvement. The administration will require a higher level of accountability to assure everyone is meeting the expectations. Since the Curriculum Leaders and Model Teachers must reapply and be selected by the council every year, those not meeting the expectations will not be selected in future years.

**Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)**

The Oelwein District is in a strong position to successfully implement this PLC plan. The district has the human resources, the commitment, the physical resources, and experienced leaders who can successfully implement the TLC plan. The district is deeply committed to increasing student learning so graduates can compete with others in the state and nation for jobs and quality of life.

The District Leadership Team unanimously approved moving forward to submit a plan for implementation. The DLT has chosen not to partner with a neighboring district for acceptance and implementation of this TLC plan. With nearly 100 quality teachers in grades PreK-12, there is a strong base to provide the leadership needed from within the district.

The explanation above is given as an example of the commitment found in the Oelwein School District when the faculty, administration and school board get behind a project focused on improving student achievement. The same "can do" spirit and commitment will translate well to a successful implementation of this TLC plan. With the district experiencing declining enrollment nearly every year, the resources in the General Fund will not allow the district to implement the TLC plan without additional state funding. Therefore, the opportunity to provide teacher-leadership opportunities and a greater level of support for all classroom teachers is too great an opportunity to pass up. However, if state funding for the TLC law is reduced or eliminated, the results the multiple accountability and measurements of progress built into this plan will help the district determine which aspects of the plan must be maintained and funded through local tax dollars.

The Oelwein School District 1:1 initiative was successfully implemented due to the education and experience of our Technology Coach. This coach is an experienced teacher in the district hired for this new position to help teachers integrate technology in their classrooms and help teachers implement project and challenge-based learning. Since the district's TLC plan includes three Instructional Coach positions, the district's experience with the Technology Coach position has shown coaching to be a successful strategy for teacher support in this district.

The three new Instructional Coach positions will require the adequate office space in each building. Each building has room available to accommodate the needed space for their Instructional Coach. In addition, the Instructional Coaches, Curriculum Leaders and Model Teachers will need professional development, time to collaborate, supplies and technology and other equipment to successfully support teachers. The district is committed to provide the needed resources.

#### Sustainability

The school district is committed to increase student achievement and teacher effectiveness. We will encourage our state legislators to continue this funding through allowable growth. The school board is committed to the students and staff in our district and will make this a priority for our district budget even as enrollment continues to decline.

#### Key Staff Responsible for the Success of this Plan

**Superintendent:** The superintendent will provide strong leadership. He/she will convey the importance of the plan to staff, parents, and community. He/she will keep all stakeholders informed of research and progress and seek their input as the plan progresses.

**Principals:** Principals will collect data, support implementation and professional development, collaborate, monitor, and evaluate. Principals will use the skills learned in the SAM's program to monitor and provide feedback to teachers. Principals will support the Model Teachers, Curriculum Leaders, and Instructional Coaches through time and collaboration. Principals will collect data and evaluate the effectiveness of teachers and the TLC leadership team. Principals will participate in program evaluation of the TLC plan and recommend changes when needed.

**TLC Leadership Team:** The TLC Leadership team of Instructional Coaches, Curriculum Leaders, and Model Teachers will collaborate so staff receives a clear message. They will collect data to see if there has been a positive effect on student achievement. They must build trusting relationships with staff so they are seen as collaborative partners in teacher effectiveness and student achievement. The instructional coaches must have a flexible schedule so they can meet as needed with the faculty. This leadership team must be risk takers and willing to try new things. Each teacher-leader must share their resources and help others build their own success by changing the environment in their classroom. The leadership team must keep teachers focused on the Iowa Core, student achievement, and other district initiatives.

**Teachers:** Teachers actively embrace the TLC plan. They will collaborate with the TLC leadership team and focus on curriculum, instruction and assessment. They will be open to asking for advice and will be willing to make changes that will lead to increased student achievement and learning.

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## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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.

<b>Certified Enrollment Number</b>	1272.8
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$393,066.10
<b>Total Allocation</b>	\$393,066.10

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## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$360,480.00
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)	\$19,200.00
Amount used to provide professional development related to the leadership pathways	\$3,586.10
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>	\$9,800.00
<b>Totals</b>	<b>\$393,066.10</b>

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## Other Budgeted Uses - Description

<b>Item description</b>	<b>Amount budgeted</b>
Pay for five day new teacher orientation program.	\$9,800.00
	<b>\$9,800.00</b>

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## Total Allocation Budgeted

<b>Total Projected Amount to be Expended</b>	<b>\$393,066.10</b>
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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**

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system.  
(5,000 characters maximum)

### Oelwein Goal 1: Attracting Teachers

The starting salary at Oelwein including TSS money is already \$35,000, so none of the additional TLC funds will be needed to meet the minimum salary. The district's attractive salary schedule and the district's willingness to accept all past teaching experience will help attract quality teacher candidates from all experience levels. In addition, the five paid days of new teacher orientation and the support new teachers receive from the Instructional Coaches, Curriculum Leaders and Model Teachers will be a marketing tool for attracting quality candidates.

### Oelwein Goal 2: Retaining Teachers

One of the main reasons teachers leave the profession is the feeling of isolation and the lack of support, especially during those critical first years as a teacher. The goal to retain quality teachers will be met because of the multiple support systems available with the three categories of teacher leaders established by the TLC plan. All teachers will have a curriculum expert, instructional expert and professional development expert as part of their support team. More veteran teachers will also be motivated to remain in teaching with the opportunity to become a formal teacher leader. Those wanting to remain in the classroom full-time can share their expertise as Curriculum Leaders or Model Teachers, while those wanting to work with teachers full-time have the opportunity to work towards becoming an Instructional Coach. The guidance provided by the teacher leaders in identifying the best professional development experiences will be invaluable. The supplemental compensation provided each teacher leader will provide another incentive to share their talents in supporting their colleagues.

### Oelwein Goal 3: Collaboration

Today, teachers are working together to solve instructional problems far more than in past years. Through the Professional Learning Community process, teachers meet regularly to create common assessments, review student progress on assessments, discuss effective teaching and learning strategies and create intervention strategies to meet the learning needs of each student. The TLC plan will provide much more time and opportunity to collaborate with other educators. Each teacher will be provided release time from their own classroom to observe instruction by a Model Teacher, followed by debriefing and sharing discussion. Collaboration over curriculum issues will expand due to the expertise of the Curriculum Leaders. The Instructional Coaches will provide numerous opportunities for teachers to collaborate over instructional practices, assessments, data analysis, etc. The heart of the TLC plan is providing opportunities for teachers to work together.

### Oelwein Goal 4: Reward Teachers

The teaching professional often lacks significant rewards for top teachers. Many successful teachers would like a new challenge or the opportunity for advancement in their profession but don't want to become an administrator. In many cases, these successful educators prefer to remain in the classroom with students. The TLC plan will reward those who support their colleagues and contribute to the overall success of their school and district in multiple ways. Those wanting to move into a full-time support position can aspire to be Instructional Coach. Those wanting to remain in the classroom but wish for more responsibility and the need to impact the bigger picture can have their needs met through a Curriculum Leader or Model Teacher role. Those willing to take on these new challenges are rewarded with supplemental contracts to cover extended days of work and the extra time and responsibility of being a teacher leader. The majority of the funding attached to implementing this plan will go toward hiring replacements for three faculty members selected as Instructional Coaches. The supplemental salaries for the additional time and responsibilities of the Curriculum Leaders and Model Teachers are also a large portion of the new state funding.

### Oelwein Goal 5: Improve Student Achievement

Recruiting and retaining quality teachers, allowing teachers to improve their skills and effectiveness through collaboration and rewarding teachers through great compensation and responsibility are all important goals of the TLC plan. However, the ultimate goal is for students to improve their learning through the accomplishment of the other four goals. Achieving this will be the result of effectively meeting the other four goals. In itself, causing students to significantly improve their learning doesn't cost money. However, the money provided our school to implement this plan will pay for recruiting top teacher candidates, incentivize teachers to stay in the teaching profession, fund the structure needed to provide collaboration and reward teachers with promotions, responsibilities and the additional salary commensurate of these duties.

<b>Positions</b>	<b>Title</b>	<b>Cost per Position</b>	<b>Total Cost</b>	
3	Instructional Coaches	\$71,160	\$213,480	
10	Curriculum Leaders	\$7,000	\$70,000	
11	Model Teachers	\$7,000	\$77,000	

Other expenses include:

- \$9,800 – Cost of Additional Days for New Teachers
- \$19,200 – Cost of Substitutes to Cover Visits to Model Teacher Classes
- \$3,386 – Cost of Professional Development

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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