



Application

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

91712 - Okoboji School District Teacher Leader and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

AnA User Id	RYAN.CUNNINGHAM@IOWAID		
First Name*	Ryan	David	Cunningham
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:	Okoboji Middle School Principal		
Email:	rcunningham@okoboji.k12.ia.us		
Address:	1108 Eloise St		
City*	Okoboji	Iowa	51355
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	515-822-6059		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:	712-332-5641		
Agency			

Organization Information

Organization Name:	Okoboji School District
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

Organization Website: www.okoboji.k12.ia.us
Address: 901 H Ave
Milford Iowa 51351
City State/Province Postal Code/Zip
Phone: 712-338-2446
Ext.
Fax: 712-338-2550
Benefactor
Vendor Number

Recipient Information

District Okoboji Community School District
Use the drop-down menu to select the district name.
County-District Number 30-4890
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.
Name of Superintendent Gary Janssen
Telephone Number 712-338-4757
E-mail Address gjanssen@okoboji.k12.ia.us
Street Address 1205 7th Street
City Milford
State Iowa
Use the drop-down menu to select the state.
Zip Code 51351

TLC Application Contact

Honorific Mr.
Name of TLC Contact Ryan Cunningham
Telephone Number 712-332-5641
E-mail Address rcunningham@okoboji.k12.ia.us
Street Address 10 Broadway
City Arnolds Park

State

Iowa

Use the drop-down menu to select the state.

Zip Code

51331

Narrative

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

The mission of the Okoboji School District is to “prepare each learner with the knowledge and skills necessary for a productive life in a changing world.” Our TLC plan goals match our district vision to provide personalized, rigorous, and relevant learning for students and staff. We believe the TLC grant will be a system catalyst for us to meet our goals as we comprehensively implement the Iowa Core. Currently we deliver staff development through an Individual Learning Plan model. Each teacher writes his or her own plan individually and is mentored by a teacher leader. Through this model we are able to sustain several effective initiatives.

These include:

- Iowa Core
- Multi-tiered System of Supports (MTSS)
- Implementation of Formative Assessment System for Teachers (FAST)
- Instructional Practices Inventory
- Project-Based Learning
- Standards-Based Grading
- Cognitively Guided Instruction
- Student-Centered Class Model
- Inductive- and Inquiry-Based Learning Models

Our teachers must be equipped with proven strategies and supports. These strategies may seem immense and myriad, but our efforts to continuously improve have created a more cohesive vision of integrating personalization within a collaborative whole. Considering our various professional stages along the learning continuum regarding each approach, our vision for teacher leadership would provide differentiated opportunities for development. This integration speaks to our need for building upon and growing our current teacher leadership structure through master, mentor, and model teacher roles. The Okoboji School District shares the goals outlined by the Department of Education’s Teacher Leadership and Compensation initiative, and our TLC plan is a natural next step in reaching the goals we have set for our school system.

Goal #1: Attract and Retain Effective Teachers

We will enhance professional growth opportunities with increased compensation for teachers. Mentor, model, and master teacher leaders will be hired from among present staff through a competitive application selection process.

Master teachers will teach part-time, help spearhead professional development, and support teachers. Mentor teachers will support teachers with research-based strategies, model best practices, and support Individual and Team Learning Plans (ILP/TLP). The master and mentor teachers, along with district administrators, will make up the district leadership team responsible for guiding the district’s professional development. The model teacher will demonstrate best teaching practices. Our plan includes teacher leadership roles as an incentive for retaining quality teachers by providing career-advancement opportunities. New teachers to the district and the profession will also be provided support from the teacher leaders, which will help retain them in our district and, ultimately, in the profession of teaching.

Goal #2: Promote Collaboration

Our TLC plan empowers ongoing, applied professional growth by providing teachers collaborative time during which they meet as support groups to develop and implement new instructional practices and curricula focused on increasing student learning. The process of collaboration will be facilitated by the implementation of Individual and Team Learning Plans. Our ILP/TLP’s embed the central questions and processes of a Professional Learning Community (PLC) and the Iowa Professional Development Model. Mentor and master teachers facilitate this PLC collaboration and conduct multiple coaching sessions with each teacher during the course of a school year. Professional development continues in the classroom as master teachers observe instruction, team teach, and model best instructional practices.

Goal #3: Reward Professional Growth and Effective Teaching

Our plan rewards professional growth and effective teaching by providing multiple pathways for teachers. We are adding three pathways for career teachers to pursue as teacher leaders. Our new teacher leader positions of Master (4), Mentor (12), and Model (8) teachers come with increased leadership responsibility and increased compensation. These 24 teacher leader roles will empower over 30% of our teachers to be actively involved as teacher leaders.

Goal #4: Improving Student Achievement

This goal ties in appropriately with Okoboji Community School’s goals and mission statement which is to “prepare each learner with the knowledge and skills necessary for a productive life in a changing world.” Through our focused professional learning structure we will continue to provide personalized, rigorous, and relevant learning for all students and staff.

We will maintain our trend of increasing the number of students who are proficient and advanced on the Iowa Assessments. In addition, we will positively impact student achievement around the Iowa Core and the Universal Construct’s competencies which are not fully measured by the Iowa Assessments. The components of our plan will create an interconnected system which will provide our district with increased professional collaboration led by mentor and master teachers, enabling us to take the next step toward achieving our instructional and achievement goals in the individual buildings and across the district.

teacher leader positions this year. In addition, we changed our professional development calendar to provide ongoing, job-embedded professional development for our teachers. We have already learned from our current implementation of teacher leadership, providing us the opportunity to adapt our original TLC grant application. This TLC plan builds upon last year's plan, and we are certain it is an even better fit for our district.

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).

The Okoboji Teacher Leadership and Compensation Committee has gone through an extensive planning process to create an effective, sustainable plan which will meet the goals established by the Teacher Leadership and Compensation System. The team worked collaboratively to create a plan that has buy-in from teachers, parents, administrators, and our school board.

Below are steps we took to inform, gather input, learn, engage stakeholders, and write our teacher leadership plan. Planning grant funds were used to support travel costs to learn more about the grant and to provide a stipend for our 11 TLC planning team members for extra work they have done to learn, plan and write our grant. Based on our comprehensive work, feedback from stakeholders, and system of teacher leadership already in place within our district, we are excited and confident that our planning process has equipped our school community to successfully implement the goals set forth by our TLC plan.

Beginning Stages -- Engaging Staff and Current Teacher Leaders

October 2013

1. Our district leadership team, comprised of 19 teacher leaders from our three building leadership teams, met for an afternoon to learn more about the TLC requirements and planning process. All 19 members supported our move forward to write the grant to support our planning process and to communicate the intentions of our district to form a TLC planning team to further investigate the TLC plan.
2. Members of the district leadership team led building-level staff meetings to share background information including TLC requirements, goals, and planning process. These discussions indicated strong support from the teaching staff for moving forward with the process.
3. The representative TLC planning team was created, made up of the following people:
 1. Two elementary teachers
 2. Two middle school teachers
 3. Two high school teachers
 4. Okoboji Education Association President
 5. Elementary, Middle, and High School Principals
 6. Superintendent

Three leadership team members, one from each building, and three other staff volunteers represented the teachers on the TLC team. All staff members were eligible for membership on the team and were selected by the staff.

Researching & Learning About Effective Teacher Leadership Systems

November 2013

1. TLC planning team watched TAP webinar put out by the Department of Education.
2. TLC planning team collaborated with a TAP master teacher from the Saydel School District to learn more about the TAP system.
3. TLC planning team sent two representatives to attend the SAI teacher leadership planning event.
4. TLC planning team had two, 2-hour learning sessions to look at the models set forth by the state and discuss various leadership systems other schools have in place.
5. TLC planning team sent three representatives to our AEA 8 TLC support session. We learned more about effective leadership systems and grant writing procedures.

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

December 2013-January 2014

1. TLC planning team had an all-day retreat to write an outline and rough draft of the plan. The team collaborated with support staff from the AEA and Mark Oesterle, TAP Coordinator in Iowa, to help in the writing of the outline.
2. TLC planning team conducted informational meetings in each building to update all staff on the progress being made and to answer questions from the staff. Questions and concerns from these meetings were shared on a Google Doc.
3. The TLC planning team created an Okoboji TLC Plan FAQ document, based on the questions gathered from the entire staff. This FAQ was shared with all staff. Based on feedback, we adjusted our TLC plan to ensure the master teachers had stipends higher than head athletic coaches and mentor teachers had stipends higher than assistant coaches.
1. A district parent committee was formed with eight non-educator parents to review our plan and provide feedback for our TLC plan. All parents involved in discussions indicated support for implementing teacher leadership. Concerns regarding issues of adopting a master calendar with dismissals on a regular basis were brought up and used to create our final master

calendar proposal.

2. The teacher leadership program was presented to the school board at the regular January School Board Meeting. Board indicated support of getting teachers involved in the instructional leadership process.
3. The final proposal was shared with the entire staff on January 22nd. Following explanation and discussion, we surveyed the staff to determine the level of support for our district plan. The results showed 89% were either in favor of or neutral in regards to our submitting the plan. Of this 89%, 75% were fully in favor of our submitting the plan.
4. The final application was unanimously approved by the school board on January 27, 2014.

Moving Forward and Round Two

March 2014-October 2014

This is our second submission of the TLC grant, and though we did not receive the grant last year, the groundwork laid in forming our plan provided us the opportunity to move forward and implement tenets of our plan. Therefore, we added fifteen teacher leader positions this year and changed our professional development calendar to provide ongoing, job-embedded professional development for our teachers. We have already learned from our current implementation of teacher leadership, and the TLC planning team used our experience to adapt this year's plan, which has received enormous support from our school community. When surveyed, 92% of our teaching staff are in support of our submitting this year's revised plan. In addition, we asked our eligible teaching staff if they would be interested in applying for one or more of the teacher leadership positions, and over 60% of our staff expressed interest. We are certain this TLC plan, which builds upon last year's plan, is an even better fit for our district.

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.

The mission of the Okoboji School District is to “**prepare each learner with the knowledge and skills necessary for a productive life in a changing world.**” Our TLC vision matches our district vision to provide a personalized, rigorous, and relevant learning environment for students and staff. We believe the TLC grant will be a catalyst for us to meet our mission and vision as we comprehensively implement the Iowa Core.

District and Building Learning Goals

We have three overarching goals related to student achievement:

Goal 1: Increase the number of students scoring in the advanced proficient level and decrease the number of students scoring less than proficient in Reading on the Iowa Assessments.

Goal 2: Increase the number of students scoring in the advanced proficient level and decrease the number of students scoring less than proficient in Mathematics on the Iowa Assessments.

Goal 3: Increase the number of students scoring in the advanced proficient level and decrease the number of students scoring less than proficient in Science on the Iowa Assessments.

Currently we deliver staff development through an Individual Learning Plan model. Each teacher writes his or her own plan and is mentored by a teacher leader. Through this model we are able to sustain several effective initiatives.

These include:

- Iowa Core
- Multi-tiered System of Supports (MTSS)
- Implementation of Formative Assessment System for Teachers (FAST)
- Instructional Practices Inventory
- Project-Based Learning
- Standards-Based Grading
- Cognitively Guided Instruction
- Bi-weekly Academic Assistance Program
- Building Leadership Teams
- Bi-weekly Collaborative Staff Development
- Student-Centered Class Model
- Multiple At-Risk Supports
- Inductive- and Inquiry-Based Learning Models

Although our structures are vast and differentiated, we feel an insistence to educate all staff, veteran and new, on all strategies, through our leadership structure. We are committed to providing a more effective personalized educational system for our students as well as staff. To accomplish this, our teachers must have proven research-based strategies and supports. These strategies may seem immense and myriad, but our efforts to continuously improve have created a more cohesive vision of integrating personalization within a collaborative whole. Considering our various professional stages along the learning continuum regarding each approach, our vision for teacher leadership would provide personalized opportunities for development. This integration speaks to our need for building upon and growing our current teacher leadership structure through master, mentor, and model teacher roles.

Data and Trends

The development of the Iowa Teacher Leadership and Compensation grant is not only a natural next step in reaching the goals we have set for our school system, but will also allow us to transform our school leadership structure to expedite our goals.

These goals align directly with the goals outlined by the state through the grant process. Our district has a tradition of performing well on Iowa Assessments. For example, our elementary recently received the Blue Ribbon Award for Academic Excellence. In addition, the percentage of our students in grades 2 to 11 who tested proficient or above on reading, math, and science has been increasing over the last eight years. In 2014, over 89% of our students were proficient in reading, math, and science on the Iowa Assessments. We also have over 26% of our students scoring in the advanced range on the Iowa Assessments. We are pleased by these results, but the proficiency of our students on Iowa Assessments is merely a starting point. Iowa Assessments tell only a small portion of the story regarding our student success. This grant provides the opportunity to put an even greater focus on the skills and competencies needed for our students.

Need for Increased Leadership

The Okoboji School District shares the TLC goals of recruiting and retaining quality teachers, promoting collaboration, rewarding professional growth and effective teaching, and improving student achievement. Specifically, our TLC vision is to use

teacher leaders in order to improve instruction in the classroom, thereby improving student achievement. The vision is also to utilize teacher leaders to create a professional learning environment which is personalized, relevant, and rigorous. We have been working toward implementation of a meaningful system of teacher leadership for some time. In 2006, our district embarked on the goal of transforming the substance of traditional teacher leadership roles and tapping the expertise of our teaching staff to lead beyond the managerial tasks so often associated with teacher leaders. Our staff has moved into roles of mentoring, visioning, shepherding of building and district goals, and planning, implementing, and evaluating our comprehensive professional development plan. Currently, we have 15 teacher leaders who are supporting the individualized professional learning of all staff. Our TLC plan goals provide a great opportunity for us to grow our teacher leadership and attract new teachers by:

- increasing the number of teacher leaders (from 15 to 24);
- ensuring quality professional development and increased collaboration through the defining and training of targeted leadership roles;
- providing multiple pathways for career advancement to help retain effective teachers and reward professional growth;
- mentoring new staff members with enhanced support as they are integrated into our district.

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)

Our district will utilize teacher leader roles and quality professional development to help support, strengthen, and expand our teaching and learning initiatives. The Okoboji Teacher Leadership Compensation (TLC) team will integrate teacher leaders into our existing initiatives and teacher leadership structures. Presently we have 15 teacher leaders who teach full-time and serve as mentors to teachers with their Individual Learning Plans. These teacher leaders spend a majority of their limited meeting time focused on implementing professional development and setting a vision for learning. Our use of teacher leadership has been supported by teachers and administration for a number of years and is ingrained in the DNA of our district. However, we are limited by our existing system. Our current teacher leaders still teach full-time. Teacher leader meetings commonly occur before and after school or during release time.

In an effort to move forward, we have increased the frequency of professional development by adding bi-weekly, job-embedded growth opportunities. This adaptation is necessary to provide greater fidelity with our professional development. Additionally, collaborative meetings supported by trained teacher leaders will greatly enhance teacher performance and student learning.

New Teacher Leader Roles

The new leadership structure will include four master, twelve mentor, and eight model teachers. We will implement specific job descriptions outlined in this plan and utilize the Iowa Professional Development Model to guide their performance as instructional leaders. These leadership positions will enable us to provide support for individual growth within our whole learning community and to increase collaboration for enhancing and strengthening all of our current initiatives. The roles of the master, mentor and model teachers are classified into three domains consisting of 1) Curriculum, Instruction, and Development, 2) Staff Support, and 3) Student Achievement.

Strengthening and Supporting Teacher Leader System

The four master teachers will be divided among the elementary, middle, and high schools. They will work as a team to ensure alignment of curriculum across the district, to implement the Iowa Professional Development Model for data-based decision making, as well as to guide professional development for supporting our initiatives. The work of these master teachers will serve to enhance and support collaboration for increased effectiveness in our MTSS, Iowa Core alignment, implementation of FAST, as well as all other initiatives. Master teachers will help find new strategies, model them in the classroom, help teachers with implementation, and do periodic checks with the teacher to ensure the proper implementation and continued use of the strategy. This will be driven by Individual Learning Plans as well as professional learning opportunities.

The twelve mentor teachers will be divided among the elementary, middle, and high schools. The roles of the mentor teachers are also classified into the same domains as the master teachers. However, mentor teachers will focus more directly on supporting individual teachers and teams to ensure fidelity when implementing our district initiatives. Mentor teachers will work hand-in-hand with both master and career teachers in many ways and serve as a direct connection between the two. These leaders will help career teachers to implement their Individual Learning Plans which tie directly to our district initiatives. For instance, they will provide assistance to implement standards-based grading in their classroom by meeting with them and helping them structure their assessments and grading. They will communicate to master teachers about where professional development might need to go as a result of their work with career teachers.

Together, master and mentor teachers will function in a unique manner relative to the career teachers. Working with the principal, these teacher leaders' primary role will be to analyze student data, as well as to create and institute an academic achievement plan for the district. They will lead support groups and provide demonstration lessons and coaching to career teachers. Master and mentor teachers will collaborate to determine and develop the adoption of learning resources and curriculum. Their primary duties include leadership team participation, conducting research, support group planning and implementation, individual growth plan management, conferencing, and classroom follow-up.

The eight model teachers will also be divided among our three district buildings. The roles of the model teachers are broken down into the same domains as the master and mentor teachers. These teachers will serve as models for teachers within the district. Their primary role is to model strategies derived from our key initiatives. They will provide feedback and data to master and mentor teachers for the purpose of professional development decision making. They may be asked to provide coaching to support teachers in their growth and assist in monitoring student data.

In our new leadership system, the master, mentor, and model teachers will work with principals, career teachers, new teachers, and all staff within the new professional development schedule, to increase teacher skills and student achievement.

Collaboration on all levels will be more efficient and effective, thereby allowing us all to work together for the benefit of our students.

Using Part 4 application narrative from Year 1?

Yes

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

The Okoboji School District currently uses a mentoring and induction program focused on aiding the transition of new teachers into the profession and the school district. We have seen positive results from our current programs as our levels of teacher retention and teacher reported levels of job satisfaction are high throughout the district. We currently have two types of mentoring at Okoboji Community Schools: mentoring for teachers that are new to the profession as well as for individuals who have been teaching but are new to Okoboji.

All of our teachers new to the profession are assigned a mentor teacher who has demonstrated success as a teacher in our school system. We have established a program that the mentor teacher and mentee complete over a two-year period through a blended model of face-to-face and online learning. Mentor and mentee teachers collaborate on a regular schedule that consists of a minimum of 25 hours in each of the two years. The model we use consists of an online website which includes 12 mentoring lessons which can be done at the pace agreed upon by both teachers. The 12 lessons include teacher observations and reflections, a book study, and gathering/reflecting on evidence of the mentee to meet the criteria established in the 8 Iowa Teaching Standards. Mentor teachers are provided a stipend for their commitment to this responsibility.

Although our current model for mentoring is effective, we recognize there are areas where improvements could be made that would provide further assistance for the new teacher and ultimately have a greater impact on our students' achievement. The biggest challenge with the current model is to find the time needed for teachers to get into each other's classrooms for observations. Often times the restrictions of our schedule and lack of available staff for coverage prevent our new teachers from spending the time necessary watching effective veteran teachers teach, or our mentors from being able to free themselves to get into the new teacher's classroom to provide the coaching feedback needed.

New teachers to Okoboji are provided an extra day prior to our fall professional development days to discuss big picture issues such as the implementation of our school mission. Part of this day is spent equipping the new teachers with an understanding of the more routine procedures, such as ordering materials, making copies, filling out request forms, etc. This system is fairly effective, but providing the new teacher all of this information in one devoted day is often overwhelming for someone unfamiliar with the district. We can do a better job providing professional development training for district initiatives. We have a supportive staff, but when no mentor is assigned, we question whether our new teachers have adequate support on a regular basis.

If our grant is approved, the implementation of the TAP model in our district would enhance our current mentoring and induction program and provide the structure needed to address the gaps identified. Providing twice-a-month cluster meetings would be a significant step towards meeting our goals in terms of collaboration. New teachers to the profession would have more frequent contact with colleagues and have the opportunity to express concerns and questions with career, mentor, and master teachers available to provide ongoing support. Although new teachers would still be assigned mentor teachers who may or may not be part of their cluster group, they would have even more support by participating in these focused conversations on a consistent basis. In addition, the rubric provided by the TAP model would clearly guide new teachers in regards to knowing what effective teaching looks like and what peers and evaluators will expect to observe in the classroom.

Weekly cluster groups would also benefit teachers that are new to the district, but not to the profession. Strategies and trainings that have been provided to staff in the past would be taught by our mentor and master teachers to equip new staff with the essential basic teaching skills. Cluster groups would also provide the structure necessary for ongoing conversations regarding the various district initiatives.

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.

When considering the unique needs and mission of our school district, our teacher leadership planning team determined the creation of a leadership structure consisting of master, mentor, and model teachers would continue to enhance the existing high expectations of our district. Currently through a community of teacher leaders, as well as career teachers, technology integrationists, and new teachers to the district and the profession, we are committed to elevate existing student and staff achievement. Our teacher leadership planning team, comprised of 15 teachers and our entire administrative team, studied and considered multiple models of teacher leadership as we determined which teacher leader roles would work best to help us meet our district, teacher, and student needs. We examined the Teacher Leadership Skills Framework through the Center for Strengthening the Teaching Profession, the TAP model, as well as other districts' plans for implementing teacher leadership. We believe the following teacher roles are the best fit for us to successfully improve our current implementation of teacher leadership in order to more fully develop a comprehensive teacher leadership system and, ultimately, help prepare our students for a productive life in a changing world.

Master Teachers will have a class roster for no more than half-time, receive a stipend of \$8,000 in addition to their teaching salary, have 10 extra contract days, and 40 hours of work outside of contract hours during the school year for weekly leadership meetings. Our district will hire four master teachers. Master teachers will:

Curriculum, Instruction, and Development:

- assist teachers in developing goals and check progress toward goals while providing training, resources, and support for teachers to meet their goals;
- investigate/locate appropriate research-based strategies that will support instructional improvement and student achievement;
- collaborate with teachers to co-plan, co-teach, observe, coach, and provide feedback outside of Individual Learning Plan (ILP) support group meetings;
- model and team teach with classroom teachers as part of their Individual Learning Plans.

Staff Support:

- participate in building and district leadership team meetings to analyze teacher and student observation data for persistent areas of strengths and weaknesses for guiding professional development planning;
- work directly with teachers that are new to the profession and new to our district through our district adviser and induction program;
- work with mentor teachers to develop professional development agendas and activities;
- lead mentor teachers as they facilitate their ILP support groups of career teachers;
- be responsible for overall ILP implementation, monitoring goal-setting activities, classroom follow-up, and goal attainment for support groups and individual learning plans;
- lead ILP support meetings and assess group progress toward goals;
- serve on interview committees when the district is hiring new staff, as appropriate.

Student Achievement:

- analyze student data and create and implement an academic achievement plan for the district;
- spend considerable time in classrooms working directly with both students and teachers.

Mentor Teachers will maintain a full-time class roster, receive a stipend of \$4,000 in addition to their teaching salary, have 5 extra contract days, and 40 hours of work outside of contract hours during the school year for weekly leadership meetings.

Each building will have multiple mentor teachers. We currently envision employing twelve teachers who will fill these roles in our leadership structure. Mentor teachers will:

Curriculum, Instruction, and Development:

- work hand-in-hand with both master and career teachers in many ways and serve as a direct connection between the two;
- lead ILP support group meetings and assess group progress toward goals;
- participate in building and district leadership team meetings to analyze teacher and student observation data for persistent areas of strengths and weaknesses;
- serve on interview committees when the district is hiring new staff, as appropriate;
- assist teachers in developing goals and check progress toward goals while providing resources, training, and support for teachers to meet their ILP goals;
- work directly with teachers that are new to the profession and new to our building through our mentor and induction program.

Staff Support:

- actively work to enhance and support career teachers as well as participate as active members of the leadership team;

- may provide classroom-based follow-up and extensive feedback on career teachers' instructional practices;
- be responsible for providing material resources, ideas, and suggestions for achieving ILP goals;
- work with career teachers to provide follow-up coaching related to the Individual Learning Plans;
- model teach or team teach in an area of expertise as necessary and feasible.

Student Achievement:

- provide assistance to classroom teachers in the MTSS process;
- provide support to individual students in the effort to personalize learning.

Model Teacher Each building will have multiple model teachers. We currently envision employing eight teachers who will fill these roles in our leadership structure. Model teachers will maintain a full-time class roster, will receive a stipend of \$1,000 in addition to their teaching salary, and have 40 hours of work outside of contract hours during the school year for weekly leadership meetings. They will also:

Curriculum, Instruction, and Development:

- help to structure embedded opportunities for teachers to practice newly learned skills/strategies within the workshop setting;
- share knowledge about instructional strategies/repertoire and how to implement these in the classroom.

Staff Support:

- serve as an exemplar/model for teachers within the district and across the state;
- provide assistance to the team on an as-needed basis;
- may serve as a resource to teachers who are new to the district or profession.

Student Achievement:

- may provide student data input on existing goals;
- may provide input for potential learning targets derived from student data.

Technology Integrationists are existing positions in which the teacher holds a standard teaching license, teaches no more than half-time, and supports all teachers in the implementation of technology to support rigorous and relevant learning for students. Our technology integrationists will support teacher Individual Learning Plans as they relate to technology, will showcase technology tools and practices during professional learning time, and will co-plan and co-teach with career, master, mentor and model teachers to help support successful integration of technology for all students in the district.

With 78 teachers in our district, our four master teachers, twelve mentor teachers, and eight model teachers will enable over 30% of our staff to serve in a teacher leader role. In addition to these leadership roles, we plan to utilize the additional teacher leadership role of two technology integrationists we currently have on staff. Although these positions will not be financially supported by the TLC grant, they are and will continue to be significant sources of teacher leadership in our district. These leaders will work directly with master and mentor teachers as they fulfill their roles as described above. They will also continue to work directly with our entire teaching staff to advance the integration of technology, which is an integral part of reaching our goal of exposing our students to rigorous, relevant, higher-order learning opportunities.

The end goal for all teacher leader roles is to support Individual and Team Learning Plan (ILP/TLP) support groups and individual teachers to improve student learning and achievement. Our local district goal for improving learning and achievement is to implement high quality, effective instructional practices. We will use our student learning data to drive our entire improvement cycle (based on the Iowa Professional Development Model), to systematically move toward improved levels of instruction in terms of higher order thinking, as aligned with the Iowa Core and the competencies of the Iowa Core Universal Constructs. We believe improved instruction will lead directly to increased local and standardized achievement for our students.

The following positions represent the rest of our teaching staff continuum. Career teachers as well as new teachers to the district and the profession will comprise two-thirds of our certified teachers.

Career Teachers hold a standard Iowa teaching license, have taught in the district at least one year, and teach full-time. They are engaged in our professional development and will work closely with one mentor or master teacher to support their individual learning plan and student achievement within their classroom

New Teachers to the District hold a standard Iowa teaching license, teach full-time, and are new to the district. These teachers have two extra days at the beginning of the year to delve deep into our district mission and discuss implications of our mission in regards to student learning. These teachers will engage in our professional development and will work closely with one mentor or master teacher to support their individual learning plans and student achievement within their classroom

New Teachers to the Profession hold an initial Iowa teaching license, teach full-time, and are new to the profession. They will

be assigned a district adviser who will serve as their primary contact and mentor through their first two years of work as a teacher. The district adviser will work through a district-provided mentoring course, which includes peer observations, reflective sessions, and frequent question-answer meetings focused on empowering the new teacher to be successful. The district adviser will serve on the same ILP support group as the new teacher, ensuring integrated support from the district adviser and mentor teacher throughout the professional development process to support the new teacher's individual learning plan.

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.

Research has shown that the single most important school-related factor in determining student performance is the quality of the teacher in the classroom. As a district, we recognize the importance of hiring quality staff and pride ourselves in our ability to attract and retain quality teachers at Okoboji.

The current process for hiring teachers includes students, teachers, and administrators. We will continue this approach but also establish a more structured process for hiring teacher leaders under our proposed model. This will include the addition of community stakeholders such as parents, SIAC members, and community leaders. With 78 teachers in our district, our four master teachers, twelve mentor teachers, and eight model teachers will enable over 30% of our staff to serve in a teacher leader role.

Selecting master, mentor and model teachers will be done through a performance-based selection process that includes intensive interviews and may include conducting model lessons. We will form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Selected candidates will be submitted to the superintendent for approval. The hiring committee for master and mentor teachers will minimally include:

- at least two administrators;
- two teachers who are not applying for a teacher leader role;
- at least one member who is a parent, SIAC member, or community leader.

All teachers in the district will be eligible to apply for a teacher leader role, with the knowledge that this would disqualify them from participation on the interview selection committee. Minimum application materials for master and mentor teachers include:

- minimum three years successful teaching experience, one year in the district;
- resume;
- letter of interest;
- essay outlining
- prior levels of effectiveness as a teacher;
- prior involvement in professional growth, collaboration, and leadership.

Okoboji will use a differentiated hiring process. We will begin by selecting master teachers, followed by the selection of mentor and model teachers. Master and mentor teachers will be screened in the interview process based on an evaluation of teacher effectiveness and leadership skills. The Teacherpreneur Rubric from The Center for Teaching Quality will be used to evaluate application materials, past teacher performance, and interview responses. The rubric was developed by The Center for Teaching Quality in order to assess teacher leader effectiveness and potential. The use of this rubric will ensure a fair and rigorous selection process for our teacher leader roles. The criteria used by the interview committee will include the following indicators:

- teacher effectiveness, including a record of increasing student achievement based on previous professional learning plans' outcomes;
- excellent communication skills;
- understand systems thinking and leading adult learners;
- demonstration of successful adult learner facilitation;
- evidence of continual professional growth;
- leadership skills, including past leadership experience;
- instructional expertise demonstrated through model teaching, team teaching, video presentations, and student achievement gains.

Model teachers will be hired after the selection of master and mentor teachers. Model teachers will need to complete a letter of application, including areas of instructional expertise and reason for interest in the position. A committee of administrators and teacher leaders will help interview and select model teachers. Model teacher selection criteria will include the following indicators based on the Teacherpreneur Rubric and Iowa Teaching Standards:

- teaching expertise as related to one or more instructional strategies;
- excellent communication skills; and
- evidence of continual professional growth.

Teacher leaders will participate each year in an annual review of assignment. This process will involve self-reflection and peer feedback. For self-reflection, teacher leaders will complete the Teacher Leader Self-Assessment (CSTP) three times a year to formatively assess their performance and help give insight into supportive professional learning that the teacher leader may need to provide adequate support in order to improve. Our teacher leader team will help the administration in the development

of a peer feedback survey which will be delivered annually in order to help individual teachers more fully understand their impact.

The preparation of our teacher leaders will play a vital role in the success of this initiative. The creation of a rigorous selection process, professional development specific to the responsibilities of the teacher leaders, self-reflection, weekly leadership meetings, and end-of-the-year peer reviews will assure that those in the leadership positions are effectively carrying out the responsibilities of the position. We will use the selection process and criteria in order to guide our end-of-the-year peer review process. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role or for reassignment to the current role.

Narrative

Using Part 7 application narrative from Year 1?

Yes

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

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Okoboji is looking to adopt the TAP model of teacher leadership. Within the TAP model, there are clearly defined teacher leader roles related directly to professional development. We will have both TAP master and mentor teacher leader roles connected to professional development.

Master teachers function in a unique manner relative to the career teacher. Working with the principal, the master teacher's primary role is to analyze student data, as well as to create and institute an academic achievement plan for the building.

Master teachers lead cluster groups and provide demonstration lessons, coaching, and team teaching to career teachers.

They also spend a significant portion of the day teaching students. Master teachers collaborate to determine and develop the adoption of learning resources and curriculum. The master teachers are charged with "making it happen" by turning the school plan into action. Their primary duties include leadership team participation, research, cluster group planning and implementation, individual growth plan management, conferencing, and classroom follow-up.

Mentor teachers have many of the same responsibilities of master teachers, but the quantity and frequency of those responsibilities is lessened. These include responsibility for planning and facilitating cluster meetings and leadership team participation. Mentors also support teachers with their individual growth plans through co-teaching and co-planning. These areas illustrate the overall day-to-day duties the master and mentor teachers conduct. We will demonstrate flexibility in defining and adjusting the explicit responsibilities to help us meet the specific needs of the students and teachers at Okoboji.

The TAP model for teacher leadership and district professional development mirrors the Iowa Professional Development Model (IPDM) in many ways. As a part of implementing the TAP model, we will establish a district leadership team made up of mentor and master teacher leaders. These teacher leaders, along with building principals, will encompass the leadership team of the district. The leadership team will receive 9 training days prior to the start of the school year from TAP, plus additional support days throughout the school year. These days will be focused on learning how to implement and lead effective professional development for our district. The leadership team will develop a district plan, which will flow into cluster group and individual growth plans. The cluster group and individual growth plans will include the processes and components of the IPDM. These processes and components include:

- Designing process (TAP: Weekly Cluster Meetings);
- Goal Setting and Student Learning (TAP: School Plan, Cluster plan, Individual Growth Plan);
- Selecting Content (TAP: Master and mentor teachers help career teachers select appropriate content to help meet student learning goals);
- Training and Learning Opportunities (TAP: Master and mentor teachers help career teachers select appropriate opportunities to meet student learning goals);
- Collaboration (TAP: Weekly Cluster Meetings and Weekly District Leadership Meetings);
- Implementation (Career teacher implementation of teacher strategies will be monitored by master and mentor teachers);
- Formative evaluation (Master and mentor teacher leaders will provide feedback to career teachers on the implementation of strategies and their effectiveness on student learning);
- Program Evaluation (the school leadership team will evaluate school plans, cluster group effectiveness and Individual Growth Plans on a regular basis. TAP will provide intensive support and training to guide us in this process);
- Developing an Individual Teacher Professional Development Plan (Individual Growth Plans within the TAP model are very comparable to the sample plans outlined for this component of the IPDM).

The components of the IPDM are a proven practice for implementing effective professional development. However, the frequency and fidelity with which the IPDM is implemented is the variable which determines the impact professional development has within a district. We believe the components of the TAP system create a great possibility for us to have a high-quality implementation of professional development in order to have a positive impact on student achievement.

The end goal for all teacher leader roles is to support professional development and individual teachers to improve student learning and achievement. Our local goal for improving learning and achievement is to implement the TAP instructional, individual growth, and professional development effectiveness rubrics to provide quality data for the measurement of our entire teaching-learning process. This data will be used to drive our entire improvement cycle (as based on the IPDM), including the use of TAP Instructional Rubrics to systematically move toward higher levels of instruction in terms of higher order thinking as aligned with the Iowa Core and the competencies of the Iowa Core Universal Constructs. We believe the improved instruction will lead directly to increased local and standardized achievement for our students. Teachers who improve instruction, as evidenced by data from instructional rubrics and student learning, will also be compensated with performance-based bonuses. This bonus, up to \$500 per teacher, will be made available for every teacher who meets his or her performance goal.

Using Part 8 application narrative from Year 1?

Yes

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

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

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

The Okoboji School District will use multiple measures to monitor the effectiveness of our TLC plan implementation. Many of these measures and processes are established in the TAP System framework. As the engine to help run our improvement processes, we intend to create master and mentor teacher roles to help us lead professional development focused on improving student learning.

Master and mentor teachers function in a unique manner relative to the career teacher. Working with the principal, these teacher leaders' primary role is to analyze student data, as well as to create and institute an academic achievement plan for the building. They will also lead cluster groups and provide demonstration lessons and coaching to career teachers. Master and mentor teachers will collaborate to determine and develop the adoption of learning resources and curriculum. They are charged with "making it happen" by turning the school plan into action. Their primary duties include leadership team participation, research, cluster group planning and implementation, individual growth plan management, conferencing, and classroom follow-up.

Our master and mentor teachers will structure professional development around 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data from students in the school building will be analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the twice-a-month cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

Cluster Groups. Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. Cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR scores and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in cluster meetings.

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the Iowa Core.

All teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. Teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the same master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher. Teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

The measures described above will be used to determine the impact and effectiveness of our plan. Through the regular Teacher Leadership Team (TLT) meetings and cluster meetings, we will be able to monitor and make adjustments to the plan. Short term adjustments can be made in a timely manner through cluster meetings. Larger, big-picture adjustments will be

made on an annual basis.

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)

Okoboji School District is continually working to develop and improve a leadership structure that increases student and teacher performance. This is evident in the current structure and planned future implementation.

Okoboji's Current Structure

- Teacher leaders are directly involved with coordinating professional development and the monitoring of teachers' Individual Learning Plans.
- Building and district leadership teams coordinate, plan, and develop professional development for the district. They are also involved in the creation, development, and monitoring of teacher leaders.
- TLC planning committee actively meets, analyzes, and develops leadership models that support district and state educational goals.
- Technology Integrationists provide ongoing support and training related to increased use of technology to improve student learning and engagement.
- Mentoring program supports teachers that are new to the district and new to the teaching profession.
- Personalized professional development structure allows teachers to be directly involved in their own professional growth through Individual and Team Learning Plans. These plans are aligned with district goals and the Iowa Core. The Individual and Team Learning Plans are created by teachers and monitored by teacher leaders.

Future Needs

- Master teachers will oversee the development of district- and building-level goals. This position will collect, analyze, and report student data with the goal of increasing teacher effectiveness to improve student learning. This will be done through designing and modeling professional development (instructional coaching, data analysis, PD coordination).
- Mentor teachers will work with master teachers to provide collaboration and support to all district teachers. They will be directly involved with the development, implementation, and support of teachers' Individual Learning Plans.
- Model teachers will provide support to other teachers through professional development and modeling classroom instruction.

Sustainability Over Time

Our current implementation of teacher leadership is supported by a variety of stakeholders in the Okoboji District. The Okoboji Community School Board voted unanimously to support the submission of the first and second round of TLC grant applications. Even though we did not receive the grant in the initial round, the Board supported moving forward to implement components of the plan for the 2014-15 school year. This includes the overhaul of our school calendar to include full days each quarter and every-other-week early outs to support ongoing, embedded professional learning for our teachers. In addition to the calendar, our Board, in conjunction with our Teacher Quality Committee, supported the addition of 15 paid teacher leader positions for the 2014-15 school year. Our school community also has shown solid support for the plan. We formed a TLC planning committee representing teachers in each building and the administrative team. Over the past two years, 15 different individuals have worked on this team. They have learned about systems of teacher leadership across our state and country, gathered input from our staff regarding our TLC plans, and regularly shared with staff the progress we have made in the development of our plan. Ultimately, the efforts of our TLC planning committee have been to create a sustainable, research-based plan with buy-in from our school community. All stakeholders have had the chance to provide input through either formal votes or anonymous surveys, and we have consistently received over 90% of our stakeholders' support for the implementation of our TLC plan. This October 93% of our teachers responded that they were in favor of our moving forward and submitting the grant. In addition, 67% of our teachers expressed an interest in applying for a teacher leadership position. We are excited for the opportunity the Teacher Leadership Supplement will provide for our teachers and students. We are fully capable and ready to implement our plan and believe our high level of commitment will enable our district to sustain our TLC plan successfully in the future.

As a district already employing teacher leaders, we clearly have the ability to sustain the program into the future. We continue to build upon our already-existing structures and initiatives to support and sustain the Okoboji TLC plan. With the ongoing support provided through the Area Education Agencies, assistance from the Department of Education, and in-district support through collaborative teams and a built-in support network, teacher leaders will be able to sustain their efforts. At the current time, there are no plans to share leadership positions with neighboring districts. However, strong working relationships already established with other districts exist and could provide the cooperation necessary to work together.

Ultimately, the school board, district administration, and the people hired for the leadership positions will be responsible for the success of the plan. We have created and developed a collaborative work environment that our TLC plan will effectively support. As with all plans, it is only as effective as the people implementing it, and we are certain Okoboji has a staff of high quality individuals willing to work together to continue to improve learning opportunities for students. We are confident that our

TLC plan addresses district-identified needs, the articulation of the teacher leader roles in Okoboji, and program evaluation to routinely ensure we are responsive to changing needs of our district, our students, and our community.

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	919.76
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$284,040.28
Total Allocation	\$284,040.28

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$88,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$167,915.00
Amount used to provide professional development related to the leadership pathways.	\$24,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$4,125.28
Totals	\$284,040.28

Other Budgeted Uses - Description

Item description	Amount budgeted
Subs, Teacher Leader Training Materials, and Travel	\$4,125.28
	\$4,125.28

Total Allocation Budgeted

Total Projected Amount to be Expended \$284,040.28

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

The goal of the Okoboji School District TLC plan deepens our ability to meet our school mission of preparing each learner with the knowledge and skills for a productive life in a changing world. The TLC plan will further enable our district to make system changes to create personalized, relevant, and rigorous learning for staff and students. Our district currently has multiple teacher leader positions, and we will utilize the TLC grant to add additional positions to help us meet the vision of our TLC plan.

Salary and Stipends for Teacher Leaders (\$255, 915)

- Master teachers will oversee the development of district and building level goals. This position will collect, analyze, and report student data with the goal of increasing teacher effectiveness to improve student learning. This will be done through designing and modeling professional development. Master teachers will take on additional responsibility and may be released from their teaching responsibilities up to 100% of the day. Master teachers will spend 40 hours throughout the year at weekly leadership team meetings. In addition, master teachers will have 10 additional contract days. In order to allow the four master teachers the time necessary to fulfill their job responsibilities, the district will need to hire 2.5 full-time employees to fill positions vacated by master teachers. Master teacher stipends and replacement teachers will be funded by the TLC grant.
- Mentor teachers will work with master teachers to provide collaboration and support to all district teachers. They will be directly involved with the development, implementation, and support of teachers’ Individual Learning Plans. Mentor teachers will take on extra responsibility and will spend additional time beyond their 190 day teaching contract. Mentor teachers will spend 40 hours throughout the year at weekly leadership team meetings. In addition, mentor teachers will have 5 additional contract days. Mentor teacher stipends will be funded by the TLC grant.
- Model teachers will provide support to other teachers through professional development and modeling classroom instruction. Model teacher stipends will be funded by the TLC grant.
- In addition, one of the five “must haves” of the TLC Plan is to ensure all full-time teachers have a minimum salary of \$33,500. We already meet this requirement in Okoboji. Starting full-time teachers receive a minimum salary of \$35,746, which is calculated by using both our base salary and Teacher Salary Supplement Funds.

Staff Development Costs (\$24,000)

Professional development will be necessary to implement and support new positions within the district. All teacher leaders will require professional development to ensure they are effective in providing direction, instruction, and feedback to other educators. This will be necessary when developing new leadership positions and be ongoing to provide for professional growth of all teachers. Professional development for these added leadership positions will be funded by the TLC grant.

Total Plan Expenditures

Leadership Role	Number of Staff	Payment	Total
Master Teacher Stipend	4	\$8,000	\$32,000
Mentor Teacher Stipend	12	\$4,000	\$48,000
Model Teacher Stipend	8	\$1,000	\$8,000
Master Teacher Replacement Salary	2.5	\$67,166	\$167,915
Staff Development			\$24,000
Other (Subs, Materials, Travel, etc.)			\$4,125.28
OVERALL TOTAL			\$284,040.28

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