



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

151390 - Teacher Leadership Compensation Application for Orient-Macksburg Schools

Teacher Leadership and Compensation System

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Orient-Macksburg Community School

Organization Type: K-12 Education

DUNS:

Organization Website: o-mschools.org
Address: 201 School Street

Orient Iowa 50858
City State/Province Postal Code/Zip
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Clark S Wicks
Title Superintendent
Organization Orient-Macksburg Schools

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

Address **PO Box 129**

City/State/Zip* Orient Iowa 50858
City State Zip

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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

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

Name Julie Frederick
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County(ies) Participating, Involved, or Affected by this Proposal	Adair County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	10
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	20
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **Not Applicable**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **Not Applicable**

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

Certification

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

Name of Person Submitting Certification. **Clark S Wicks**

Title of Person Submitting Certification **IA**

Recipient Information

District	Orient-Macksburg Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	52-3141
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Clark S Wicks
Telephone Number	641-337-5061
E-mail Address	clark.wicks@o-mschools.org
Street Address	PO Box 129
City	Orient
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50858

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Clark S Wicks
Telephone Number	641-337-5061
E-mail Address	clark.wicks@o-mschools.org
Street Address	PO Box 129
City	Orient
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50858

Demographic Profile

October 2014 Certified Enrollment	201
October 2014 Free/ Reduced Lunch %	61
AEA Number	13

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

TLC Model Number	Model 3 Comparable Plan
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Narrative

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

Executive Summary

Orient-Macksburg Community School District

The vision of the TLC system in the Orient-Macksburg Community School District (OMSD) is to design and create a teacher leadership system with quality implementation where student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment. OMSD utilized the District and TLC Goals to help create our foundation for our TLC plan.

The District Action Goals includes the following components:

1. Aligning instruction with the Iowa Core Curriculum
2. Differentiating instruction to better meet student needs
3. Incorporating 21st Century Skills to develop productive citizens (Technology)
4. Fostering interpersonal relationships, self-esteem, and resiliency

The TLC Goals include the following components:

1. Developing quality leadership within our staff.
2. Creating opportunities for staff collaboration.
3. To provide our teachers with opportunities to grow professionally and increase student achievement.
4. Compensate teachers that take on leadership roles.
5. Retain and attract new teachers through our mentor/mentee program.

After much consideration, the committee felt that an Instructional Strategist/Classroom Management Coach, Social/Emotional Leader, Reading Strategist, Technology Integrationist, and Mentor Teacher will be best suited for our district's needs. Our model is unique because of our limited staff members. The teachers taking on the new leadership roles will be out of the classroom 5% of the time. The bulk of their services and planning will be at the beginning and conclusion of the day. Teacher leaders will utilize one day a month to complete their responsibilities which will include meeting with teachers.

The five leadership roles and responsibilities are:

* **Social/Emotional Leader:** This position will research resiliency and social emotional development of students, collaborate with classroom teachers to problem-solve student challenges.

* **Reading Strategist Leader:** This position will research best practices in reading instruction and collaborate with classroom teachers to improve instruction. The position will also assist with professional development planning.

* **Technology Integrationist Leader:** This position will help colleagues find web resources to enhance classroom instruction, showcase resources in professional development, and introduce new resources to students when needed.

* **Instructional Strategist/Classroom Management Coach:** This position will research best practice in instructional strategies, including tips for student engagement and differentiation. This position will present practical tips during professional development.

* **Mentor Teacher Leader:** This position will support new teachers as they work toward a standard license. This position will provide opportunities for new teachers to collaborate with other teachers, facilitate reflectin on teaching practices, observe and provide feedback.

All of these leaders would be part of the existing leadership team. Each position aligns with an existing district goal. The district leadership team will meet to outline professional development and schedule it for the year.

Orient-Macksburg Community School District is ready and willing to implement and sustain the TLC Model. The TLC funds will allow the district to build on current district initiatives. With the increased teacher leadership roles, Orient-Macksburg will ensure that strategies are implemented with integrity and fidelity.

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 previous application? **Yes**

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).

Part 1- Orient-Macksburg Schools
Planning, Stakeholder Engagement and Commitment

Upon receiving the planning grant for the Teacher Leadership and Compensation System, the Orient-Macksburg Community School District (OMCSD) put together a planning committee, consisting of two administrators, two elementary teachers, one secondary teacher, and one parent. The teachers on the committee were also union members. The committee met every other week for two hours beginning in April and working through May. The planning group then met five times during June and five times in September. The planning committee was given background information on House File 215 and the intended goals of the Teacher Leadership and Compensation System as well as how the funding for the planning grant was awarded. The application process was also explained along with the timeline for completion. The planning committee first reviewed and explored the Career Pathways and the three possible models created by legislation including the five "Must-Haves" for local plans. During this step, the committee dissected the roles and responsibilities of the teacher leadership roles.

The strengths and concerns specific to Orient-Macksburg were examined to work toward a vision of the system that would be right for the OMCSD. They also examined the current staff needs to determine how each of the three possible models could impact district operations. Several key factors were discussed at length. The TLC committee discussed how much money per child the district would be receiving in order to see what would be financially feasible for our school district to consider. Costs considered were salaries for leadership roles, subs costs for teachers who might be out of their classrooms, purchasing resources, and trainings or workshops. The committee also determined the number of staff eligible to serve in the leadership positions to ensure there would be enough to cover the needed positions (25%) and whether there would be enough staff that would be willing to take on the roles. Staff buy-in was also considered including time, commitment, and willingness to change.

Throughout the planning process the TLC planning committee has been the central core for gathering information. Input from many sources as well as concerns from various stakeholders were taken into consideration to ensure an instructional leadership plan would be developed that would truly benefit the educational learning of the students of OMCSD. The administration looked at the benefits of improving student learning and teacher instruction as well as the money that would be needed to make the grant work in our district. After much consideration, the committee felt that an Instructional Strategist/Classroom Management Coach, Social/Emotional Leader, Reading Strategist, Technology Integrationist, and Mentor Teacher were best suited for our district's needs. The next step for the committee was to present a draft of the plan to the K-12 staff. They were asked for their opinion of the model, how they felt the district could benefit from teacher leadership roles, and if anyone would be interested in applying for said roles. The plan was then presented to the OMSD Board to seek Board approval both financially and educationally. Following staff and Board approval, the committee then began to develop specific details of the plan.

Throughout the planning process, the committee felt commitment and support for the teacher leadership system by all stakeholders was imperative in order for it to make a positive impact on the district. Parents expressed that the teacher leadership roles could also assist teachers in improving instruction and meeting the diverse needs of our students. In conclusion, the committee stakeholders felt the goals (of the teacher leadership roles) are to improve instructional practices, to assist in getting curriculum aligned, and ensure the written curriculum is also the taught curriculum. All stakeholders involved feel communication is key to the success to any major change. The committee plans to use multiple methods for providing information to the various stakeholders. These would include the OMCSD website, OMCSD school improvement advisory committee, parent/teacher conferences, and attending various community meetings. All committee members will promote the TLC's long-term goals by word-of-mouth through district and community activities. Building and district staff meetings will be held explaining the teacher leadership roles as well as being presented to the Orient-Macksburg Education Association. Teachers will be giving input on how they feel the teacher leadership roles can best help them in improving instructional practices in their classrooms.

As with any new change, there will be some resistance. A survey was developed to assess the commitment of staff. Based on the survey, the majority of the staff feels this would be a positive step for the district. Teachers are encouraged to voice positive accomplishments and/or concerns to the OMCSD Leadership Team. This can give the teachers a sense of ownership and help create a sense of trust that will help overcome resistance. A similar document will also be set up and put on the OMCSD website to provide information to community stakeholders as well as provide an outlet for questions, answers and concerns.

Narrative

Using Part 2 application narrative from previous submission? No

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

State Goals:

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

TLC- Orient-Macksburg Schools- Vision and Goals- Part 2

Our district vision statement, Quality Leadership, Quality Teaching, Quality Learning, directly aligns with the state's vision for the teacher leadership compensation program. The Iowa Task Force on Teacher Leadership and Compensation has established the goals of wanting to attract and retain quality teachers by offering competitive starting salaries, enhancing professional development and offering leadership positions. This will create a system with quality implementation where student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

With the increased teacher leadership roles, we will improve our implementation to ensure that strategies are implemented with integrity and fidelity. Our plan to meet these goals includes using 25% of our staff in a role that allows them to stay in their classroom most of the time. The plan will give teacher leaders one day each month out of the classroom to plan and carry out their responsibilities.

Data trends indicate a need for increased emphasis on reading comprehension, science, and math at many grade levels.

OMCD 2014 Proficiencies for grades 3-11

	Reading	Math	Science
3-5	66%	61%	73%
6-8	52%	81%	74%
9-11	78%	92%	67%

With TLC funding we will be able to ensure quality professional development opportunities that will increase quality teaching with the ultimate goal of increased learning. The District Leadership Team, which is made up of district administration and all teacher leaders, will be responsible for identifying initiatives and data analysis. They will meet once each month. Enhanced teacher leadership would allow for more frequent evaluation, communication, collaboration and guidance on initiatives as well as deeper data evaluation. Being a small school district located in rural southwest Iowa, we have some unique circumstances. Elementary grade levels each have one section; this creates some level of isolation of grade level staff. We also have staff shared between separate school districts, which create scheduling issues and barriers to collaboration. With our small enrollment and budget restrictions, we have several staff members in new roles. The need for more collaboration and a strong teacher leadership program is much needed.

We see TLC funds as a way to build on district and TLC goals of:

1. Developing quality leadership within our staff.
2. Creating opportunities for staff collaboration.
3. To provide our teachers with opportunities to grow professionally and increase student achievement.
4. Compensate teachers that take on leadership roles.
5. Retain and attract new teachers through our mentor/mentee program.

The long term measurement for evaluating each goal:

Goal 1. Developing quality leadership within our staff.

Indicator	Measurement	Time Frame
Teacher leaders improve professional development.	Teacher leaders plan and facilitate professional development sessions.	Weekly

2. Creating opportunities for staff collaboration.

Indicator	Measurement	Time Frame
Teachers feel supported by teacher leaders.	Survey	At the end of each semester

3. To provide our teachers with opportunities to grow professionally.

Indicator	Measurement	Time Frame
Teachers collaborate with teacher leaders with specific classroom questions.	Survey	Monthly
Teacher leaders expand their professional knowledge through workshops and meetings.	Implementation log	Quarterly

4. Compensate teachers that take on leadership roles.

Indicator	Measurement	Time Frame
Monetary stipend	Time log	Monthly

5. Retain and attract new teachers through our mentor/mentee program.

Indicator	Measurement	Time Frame
New teachers feel supported by a mentor within the school.	Mentor/Mentee collaboration log	Monthly
Teacher retention rate	HR Data base	Annually

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

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

#3 Connect to District School Improvement Structures and Initiatives- Orient-Macksburg Schools

Teacher leaders in the Orient-Macksburg CSD will be resident specialists who will enhance our current district initiatives while emphasizing the district vision statement of Quality Leadership, Quality Teaching, Quality Learning. Our plan to meet these goals includes using 25% of our staff in a role that allows them to stay in their classroom most of the time. The plan will give teacher leaders one day each month out of the classroom to plan and carry out their responsibilities.

Teacher leader roles will include a social/emotional leader, reading strategist, technology integrationist, instructional strategist/classroom management coach, and mentor.

Our professional development priorities will continue to be (1) Implementation, alignment and assessment of Iowa Core with intentions of developing a standards based grading system, (2) Differentiation strategies to meet the needs of all students, (3) Early Literacy Intervention, use data to identify students consistently below grade level benchmarks and implement strategies to improve core reading instruction, intervention time, tutoring, and summer programs.

1. Implementation, alignment and assessment of Iowa Core

Our technology integrationist, reading strategist and instructional strategist will lead work on Iowa Core implementation and assessment through professional development. Teachers have used Iowa Core "I Can" statements to keep the standards at the forefront of our lesson development and assessment. Now teacher leaders will track student progress through assessments related to standards. Teacher leaders and teachers will continue to build on implementation and assessment in preparation for developing a standards based report card.

2. Differentiation Strategies/MTSS

Differentiation/MTSS has been a district focus for the last two years. In the fall of 2015 we will be combining some classrooms for instruction in science, social studies, and some specials. The district groups students during reading and math based on their district assessment scores. Differentiation will be key in making sure we meet all student needs. Our reading strategist, instructional strategist and social/emotional leader and mentor will further support implementation of MTSS such as developing and training teachers in research based interventions and progress monitoring. If new teachers are hired, the mentor leader will be prepared to provide them essential skills in meeting multiple classroom needs at all levels.

3. Early Literacy Intervention

Our reading strategist will use data to identify students consistently below grade level benchmarks and implement strategies to improve core reading instruction, intervention time, tutoring and summer programs. Reading strategist will model, collaborate and provide resources to assist in meeting district-reading goals. This funding will help us meet our mission to provide Quality Leadership, Quality Teaching, Quality Learning.

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

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

Orient-Macksburg TLC Part 4

Current Mentoring Plan

Our current mentoring plan is Journey to Excellence, provided by the GHAEA. We typically send 1-2 new teachers with mentors each year. Mentors are selected by administration based on similar grade levels.

It is offered off-site to teachers from multiple districts at one time. It focuses mostly on questioning styles more than on practical matters. We would like a program that allows for more genuine relationships between mentors and new teachers.

Gaps

In our small district, it is very difficult to match new teachers with mentors in their subject area. Another challenge is finding time for mentors to meet with their mentees for observation and feedback or simply conversation. New teachers sometimes feel isolated with a heavy workload and no one else in their department.

TLC Impact on Mentoring

We feel that in order for TLC to have a positive impact on our mentoring plan, we would need to choose one person with strong mentor qualities, such as empathy, ability to build positive relationships, strong communication skills, demonstrated quality teaching, and positive attitude. TLC would allow us funds to properly train an individual to be an effective mentor and give them the time to have quality conversations with their mentee. This would allow for a smoother transition into the profession and our district and improve new teacher retention.

Timeline for duties for mentors

Summer

- make initial contact with new teacher
- be present at new teacher workdays to answer questions and provide support
- welcome new teacher to the district and community by introducing them to facilities, procedures, and expectations

1st quarter

- assist new teacher with teaching code of ethics
- explain Powerschool grading and attendance
- assist in planning a schedule
- provide help with implementing and assessing Iowa Core Standards
- plan and prepare for conferences

2nd quarter

- observe and provide feedback for continual improvement or troubleshooting
- connect them with resources in their subject matter
- help them implement professional development tools in their classrooms

3rd quarter

- assist with standardized testing planning and procedures
- provide encouragement for the ups and downs of the first years of teaching
- provide support for finding work-life balance to avoid burnout

4th quarter

- assist with end of year reporting
- reflect on past year and plan for next year

Year 2

- continue support with year 1 conversations as needed
- help them to show mastery of the Iowa Teaching Standards through a portfolio in preparation for obtaining their standard license

The mentor teacher will be allowed one day a month out of the classroom to observe new teachers and meet with them in a small group setting to address common concerns among new teachers. New teachers will be given opportunities to observe exceptional teachers throughout the year. The mentor would also check in informally throughout the month.

TLC grant funds would allow for time out of the classroom for mentors and mentees to observe each other and meet for discussion.

This setup would allow us to meet the needs of our district far better than the current program.

Narrative

Using Part 5 application narrative from previous submission? **Yes**

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

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Part 5-TLC- Teacher Leadership Roles- Orient-Macksburg Schools

Our survey indicated that 68% of staff felt that social-emotional needs of students were a priority, 58% deemed that reading curriculum and strategies were a priority, 47% voted for instructional strategies and classroom management, 42% felt that technology integration was important. Due to district needs, a position for a mentor teacher was also created. Parent stakeholders supported these roles. They also suggested the importance of involving community members, which was addressed by forming a parent-teacher association.

Based on our school needs and our review of exemplars, we developed the following matrix for responsibilities.

New role	Duty	Percentage of time in student instruction	Percentage of time in teacher leader duties
Social/emotional leader	<ul style="list-style-type: none"> -Review research on resilience and social emotional development of students. -Collaborate with classroom teachers to problem-solve. 	95%	<p>One day a month a substitute will be hired to allow time for teacher leader responsibilities. Teacher leaders will also be responsible for some after school commitments for professional development planning.</p>
Reading strategist	<ul style="list-style-type: none"> -Review the research on best practice in reading instruction. -Collaborate with classroom teachers to improve instruction. -Build understanding of Iowa Core standards and how assessments and instruction aligns to them. -Assist teachers in process of aligning their curriculum to standards. 	95%	<p>One day a month a substitute will be hired to allow time for teacher leader responsibilities. Teacher leaders will also be responsible for some after school commitments for professional development planning.</p>
Technology integrationist	<ul style="list-style-type: none"> -Helps colleagues by finding web resources to enhance classroom instruction. -Showcase resources in professional development. -Demonstrate full potential of existing resources as well as finding new ones. -As needed, work with students to introduce new resources. 	95%	<p>One day a month a substitute will be hired to allow time for teacher leader responsibilities. Teacher leaders will also be responsible for some after school commitments for professional development planning.</p>
Instructional strategist/Classroom management coach	<ul style="list-style-type: none"> -Reviews research on best practices in instructional strategies, including tips for engagement and differentiation. -Collaborates with teachers to support their implementation of research-based strategies with the goals of improving student achievement and engagement. -Present practical tips at professional development for the whole staff. 	95%	<p>One day a month a substitute will be hired to allow time for teacher leader responsibilities. Teacher leaders will also be responsible for some after school commitments for professional development planning.</p>

Mentor teacher	<ul style="list-style-type: none"> -Support new teachers as they work toward their standard license. -Provide opportunities for new teachers to collaborate with other teachers within the district and in neighboring districts. -Facilitate reflection on teaching practices. -Observe and provide feedback (not evaluative.) -Promote the physical, emotional, and social well being of new teachers to prevent burnout. 	95%	<p>One day a month a substitute will be hired to allow time for teacher leader responsibilities. Teacher leaders will also be responsible for some after school commitments for professional development planning.</p>
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Each of these positions will replace our existing leadership team. Each position aligns with a specific district goal. The leadership team will also meet at the beginning of the year to outline professional development and schedule for the year. Subsequently they will meet monthly during the school year to plan that month's professional development, assigning roles and tasks. Teacher leaders will attend trainings throughout the year to enhance their professional skills. At the end of the year, they will evaluate effectiveness based on staff surveys and student data.

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

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

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

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

Part 6

Due to the small size of our district, our model provides for roles that allow teachers to stay in their classroom most of the time. The plan will give teacher leaders one day each month out of the classroom to plan and carry out their responsibilities. We will try to keep the application process rigorous without being prohibitive to potential applicants.

Teacher leaders must have:

- three years of teaching experience
- one year of teaching experience in the district
- demonstrated understanding of the Iowa Core
- strong knowledge/interest in the area applied for
- commitment to professional growth
- strong communication and collaboration skills

Potential applicants will submit a letter of interest which will be reviewed by this committee. The letter will include

- the applicant's philosophy on professional development
- how the applicant has implemented professional learning into the classroom
- previous school leadership roles, both formal and informal
- any community leadership roles held
- recent coursework that might be relevant to one of the teacher leader positions

Applicants will also compile a portfolio demonstrating prior demonstrated professional growth evidence of effectiveness in the classroom through Iowa Teaching Standards. Artifacts in the portfolio may include:

- feedback from observations
- lesson plans that reflect learning from professional development
- lesson plans that meet state standards and align with our district goals:
- teaching the Iowa Core standards
- differentiation for individual student success
- use of technology
- social/emotional skills for students

Interviews would then be scheduled to further determine the applicants' interests and strengths. Our selection review committee will consist of two administrators and two veteran teachers. They will use the following rubric to assess applicants. The committee will make a recommendation of high-scoring applicants to the superintendent who will take it to the school board.

Exemplary (8-10 points)

Proficient (4-7 points)

Basic (0-3 points)

Letter of interest	Clearly demonstrates prior professional growth and philosophy toward professional development.	Adequately demonstrates prior professional growth and philosophy toward professional development.	Vaguely demonstrates prior professional growth and philosophy toward professional development.
Portfolio	Demonstrates proficiency in all the Iowa Teaching Standards and district goals.	Demonstrates proficiency in most of the Iowa Teaching Standards and district goals.	Demonstrates proficiency in some of the Iowa Teaching Standards and district goals.

We will have an annual review to include peer feedback on the effectiveness of the teacher's performance TLC duties. At the end of the year, a teacher leader may reapply for their role or apply for a new leadership role.

Narrative

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

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

TLC- 7. Teacher Leaders' Role in Professional Development- Orient-Macksburg Schools

All teacher leaders in the Orient-Macksburg School District will play a role on the district TLC team. They will be involved in the collection and assessment of student achievement data, sharing/analyzing data, focusing instruction to meet student needs, planning for professional development to make improvements in instruction, and the reevaluation and ongoing assessment of data using the cycle of continuous improvement. Planning for professional development may include working with area AEA staff to align topics; research, plan, and deliver professional development sessions for staff; and by documenting progress. Much work will be done to align and carry out the core curriculum standards into direct instructional practices in the classrooms. Teacher leaders will help create professional development and determine teaching strategies needing improvement in the classroom.

Orient Macksburg Community Schools utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. Our plan incorporates the twelve essential elements of the Iowa PD model:

- 1. Leadership Team: The Social/Emotional Leader, Reading Strategist, Technology Integrationist, Instructional Strategist/Classroom Management and Mentor Teacher will meet together with administration to form the District Leadership Team. This team will meet to organize, schedule, and facilitate PD.**
- 2. Collecting and Analyzing Student Data: Our Instructional Strategist and Reading Strategist will collect and provide support for classroom teachers to collect student data. The strategists will analyze the data to align instructional strategies to students' needs.**
- 3. Goal Setting: The DLT (District Leadership Team) will utilize student data to determine PD goals for each building, as well as the entire district.**
- 4. Selecting Content: All PD content will be chosen initially by the administrative team with input from our DLT leaders. Once the school year has started we will collect surveys after each PD day, monitoring and changing content as needed. Change in content could be in response to teacher feedback, changes in student performance, or a combination.**
- 5. Designing PD: The administration and district strategists and leaders will meet and decide on a PD calendar for the year. Design of PD will focus on ensuring students master academic skills and students are emotionally balanced to be productive citizens.**
- 6. Training Opportunities: Teachers will participate in training opportunities led by our DLT members. The Instructional Strategist/Classroom Management leader will observe every teacher in the classroom each quarter, and then provide individualized support through feedback sessions.**
- 7. Collaboration: Building-based PD supports teachers from the same building to learn collaboratively in a cross-curricular environment, while district level PD fosters collaboration among teachers from both buildings to address common content, concerns, and skills.**
- 8. Implementation: Participants in all PD sessions will provide feedback to the district team leaders regarding the effectiveness of the PD following each session through anonymous online surveys. DLT leaders will also support new and career teachers in implementing PD strategies.**
- 9. Formative PD Evaluation: Formative data will be collected to document student growth and forecast future student**

needs. This data will help pinpoint skill areas that need to be re-taught or given a renewed focus.

10. Summative PD Evaluation: PD data collected through online surveys and administrative walk throughs is analyzed by the district level team to determine effectiveness.

11. Individual Teacher PD Plans: Building principal and superintendent ensures that teachers complete individual PD plans. The administration will review plans with the teacher and then the evaluation is centered on this plan.

12. Building PD Plans: Each building is responsible for developing a building improvement plan that is customized to the needs of their students. The improvement plans for both buildings outline what PD is needed to support both individual teachers and groups of teachers as they work to impact student learning. The development of each building's plan is led by the DLT leaders and administration to utilize ongoing assessments, collaboration, evaluation, communication and planning in a continuous cycle of improvement.

Using Part 8 application narrative from previous submission? **No**

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

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

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

TLC- Part 8- Determining Effectiveness and Monitoring the Plan- Orient-Macksburg Schools

Our plan creates specific teacher leadership roles for 25% of the staff. The plan will give teacher leaders one day each month out of the classroom to plan and carry out their responsibilities. At the end of each year, the teacher leadership committee will evaluate the effectiveness of the program, asking themselves the following questions: Are we improving school achievement? Are we attracting and retaining quality teachers? Are we helping teachers improve their professional practice?

We will use the following long-term and short-term measures to assess our goals:

Goal 1. Developing quality leadership within our staff.

Indicator	Measurement	Time Frame
Teacher leaders improve professional development.	Teacher leaders plan and facilitate professional development sessions.	Weekly

2. Creating opportunities for staff collaboration.

Indicator	Measurement	Time Frame
Teachers feel supported by teacher leaders.	Survey	At the end of each semester

3. To provide our teachers with opportunities to grow professionally.

Indicator	Measurement	Time Frame
Teachers collaborate with teacher leaders with specific classroom questions.	Survey	Monthly
Teacher leaders expand their professional knowledge through workshops and meetings.	Implementation log	Quarterly

4. Compensate teachers that take on leadership roles.

Indicator	Measurement	Time Frame
Monetary stipend	Time log	Monthly

5. Retain and attract new teachers through our mentor/mentee program.

Indicator	Measurement	Time Frame
New teachers feel supported by a mentor within the school.	Mentor/Mentee collaboration log	Monthly
Teacher retention rate	HR Data base	Annually

They can objectively look at the following data to monitor the effectiveness:

- Improved student learning based on Iowa Assessments and MAP scores

- Decrease in office referrals
- Increased teacher retention and decreased turnover rate
- Increased number of applicants for leadership positions

The leadership committee can look to other staff members to help monitor the effectiveness and provide feedback in the following ways:

- Teacher evaluations
- Walk-throughs
- Surveys/evaluations for teachers and students
- Reflections by teacher leaders
- School climate surveys

-peer feedback

If the leadership committee finds that the TLC plan is not positively affecting student and school improvement, they can make necessary adjustments, such as varying roles and providing more support and training for the leadership positions.

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

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

TLC- Part 9

Capacity to Implement and Sustain the Plan

Orient-Macksburg Schools

Orient-Macksburg Community School District is fully capable and ready to implement and sustain the Teacher Leadership and Compensation Plan. Our goal is to implement the TLC plan with integrity and fidelity. The following describes our plan for implementation and sustainability:

- **Social/Emotional Leader:** One position to research resiliency and social emotional development of students. This leader would collaborate with classroom teachers to problem-solve student challenges.
- **Reading Strategist Leader:** One position to research best practices in reading instruction and collaborate with classroom teachers to improve instruction. This leader would also assist with professional development planning.
- **Technology Integrationist Leader:** One position to help colleagues find web resources to enhance classroom instruction, showcase resources in professional development, and introduce new resources to students when needed.
- **Instructional Strategist/Classroom Management Coach:** One position to research best practices in instructional strategies, including tips engagement and differentiation. This person would present practical tips during professional development.
- **Mentor Teacher Leader:** One position to support new teachers as they work toward a standard license. This person would provide opportunities for new teachers to collaborate with other teachers, facilitate reflection on teaching practices, observe and provide feedback.

All of these leaders would be part of the existing leadership team. Each position aligns with an existing district goal. The district leadership team will meet to outline professional development and schedule it for the year.

Sustainability

OMCSD's TLC plan has the support of the following groups. Each of these groups will also have responsibilities for sustaining support for the program.

- **School Board:** Our school board members have been made aware of our plan and have verbally indicated their support for it. We will continue to maintain this support by making TLC a regular portion of each board meeting. Board members will be able to see the benefits to our students that are a direct result of this program.
- **Superintendent:** The superintendent is completely committed to the proposed TLC program. He has been a part of all of the planning meetings and has taken an active role in the writing of our plan. The superintendent will ensure that appropriate professional development is made available, including roles specific training for each of our teacher leaders and also whole staff trainings. The superintendent will be a member of the OM Leadership Team, the group charged with oversight of the TLC plan. Most importantly, the superintendent will actively support the efforts of the teacher leaders by meeting regularly with the OM Leadership Team.
- **Building Principal:** The building principal is excited about the TLC plan and the possibilities it opens for continuous teacher improvement and connecting to professional development. Faculty will need to be given time to meet with the various TLC leaders. The building principal will monitor and ensure that the literacy strategies are being implemented with fidelity and that all faculty members are using all of the information from the teacher leaders in the building properly. Building principal will be a member of the OM Leadership Team, the group charged with oversight of the Teacher Leadership and Compensation system. This group will work collaboratively to address issues that may arise and to determine appropriate professional development that will support the TLC plan. These people have the most important responsibility in terms of sustainability. They will work with the administration to ensure that the program is operating smoothly. They will make the level of commitment necessary to perform their new roles in a way that demonstrates professionalism and a desire to help all teachers improve their craft.

The following will be Orient-Macksburg's tools of sustainability:

- All leaders will be chosen by a selection, which will consist of two administrators and a veteran teacher. Potential applicants will submit a letter of interest and resume, which will be reviewed by this committee. Applicants will also submit a letter of recommendation from a colleague who is not on the selection committee.
- Teacher leaders must have three years of teaching experience, one year of teaching experience in the district, demonstrate understanding of the Iowa Core, commitment to professional growth, and strong communication and collaboration skills.
- Teacher leaders will report to the OM School Board of progress with their position and the positive difference their efforts make for students.
- All leaders will reflect on their effectiveness throughout the year. Each leader will reflect on the following questions: Are we improving school achievement? Are we attracting and retaining quality teachers? Are we helping teachers improve their

professional practice?

- All leaders will use the following data to monitor effectiveness: Iowa Assessments, office referrals, teacher and student surveys, teacher retention and decrease turnover rate, increased number of applicants for leadership positions.

The key to sustainability for Orient-Macksburg Schools will be the commitment by the School Board, administration, teacher leaders, and Orient-Macksburg staff. All committed people at OM will carry a level of responsibility to be quality leaders to provide a quality service, which in turns will produce quality learning. We have the staff that will be committed, hard-working and continue to ensure the success of TLC for years to come.

Assurances

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

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. **Yes**

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. **Yes**

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. **Yes**

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. **Yes**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$100.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$22,500.00
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).	\$14,248.68

Amount used to provide professional development related to the leadership pathways.	\$26,000.00
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>	\$0.00
Totals	\$62,848.68

Grant Allocation

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

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

Certified Enrollment Number	201.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$62,848.68
Total Allocation	\$62,848.68

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$62,848.68
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

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

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

TLC- Part 10- Budget Narrative- Orient-Macksburg Community Schools

Vision and Goals

The vision of the TLC system in the Orient-Macksburg Community School District (OMSD) is to design and create a teacher leadership system with quality implementation where student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment. OMSD utilized the District and TLC Goals to help create our foundation for our TLC plan.

The TLC Goals include the following components:

1. Developing quality leadership within our staff.
2. Creating opportunities for staff collaboration.
3. To provide our teachers with opportunities to grow professionally and increase student achievement.
4. Compensate teachers that take on leadership roles.
5. Retain and attract new teachers through our mentor/mentee program.

The chart below outlines an estimated budget for the use of Teachers Leadership Supplemental Funds to support our TLC plan.

\$100 has been allotted to raising the minimum salary to \$33,500. There is one teacher currently below this level. This meets goal number 5, to retain and attract new teachers.

Compensation for Teacher Leadership

Role	Compensation	Estimated Total	Cost Total
1. Social/Emotional Leader	\$4000	\$4500	\$4500
1. Reading Strategist	\$4000	\$4500	\$4500
1. Technology integrationist	\$4000	\$4500	\$4500
1. Instructional Strategist/Classroom Management	\$4000	\$4500	\$4500
1. Mentor Teacher	\$4000	\$4500	\$4500

The salary supplements cover the additional responsibilities, planning, and presenting the leaders will be doing. The leaders will be able to help prepare for the year before school starts as well as reflect on the accomplishments and determine improvements to improve student learning.

The following outlines the position and the responsibilities of the leadership positions:

1. Social/Emotional Leader

- Review research on resilience and social emotional development of students.
- Collaborate with classroom teachers to problem-solve.

2. Reading Strategist

- Review the research on best practice in reading instruction.
- Collaborate with classroom teachers to improve instruction.
- Build understanding of Iowa Core standards and how assessments and instruction aligns to them.

3. Technology integrationist

- Helps colleagues by finding web resources to enhance classroom instruction.
- Showcase resources in professional development.

4. Instructional strategist/Classroom Management Coach

- Reviews research on best practices in instructional strategies, including tips for engagement and differentiation.
- Collaborates with teachers to support their implementation of research-based strategies with the goals of improving student achievement and engagement.
- Present practical tips at professional development for the whole staff.

5. Mentor Teacher

- Support new teachers as they work toward their standard license.
- Provide opportunities for new teachers to collaborate with other teachers within the district and in neighboring districts.
- Facilitate reflection on teaching practices.
- Observe and provide feedback (not evaluative.)

\$5,000 has been allotted to pay for one day of substitutes per month per leader. This connects to goal number 2, creating opportunities for staff collaboration and goal number 4, compensate teachers that take on leadership roles. \$9,248.68 has been allotted to pay for additional speakers and materials for professional development for teacher leaders. Orient-Macksburg will try to have some of the following educators present and work with our leaders:

Instructional Strategist: Arthur L. Costa and Barrie Bennett on Coaching Tools That Promote Thinking and Cooperative Learning at the Secondary Level; Carolyn Chapman would present on Differentiation.

Reading Strategist: Jim Trelease presents on the importance of Reading Aloud and Jennifer Serravallo presents on a number of reading strategies.

Social/Emotional Leader: Beverly Daniel Tatum talks about School Culture and Developing an Inclusive Environment; David Sousa could give our leaders more information about Brain Processing, the memory and emotional systems and physiological cycles of students.

The remaining \$26,000 is reserved to cover costs associated with additional training teachers for the leadership roles such as best practices for instructional strategies, research-based strategies to improve meaningful student engagement, and learning and demonstrating differentiated instruction at all levels.

This could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, such as cognitive tools for our Instructional Strategist, or paying for substitutes.

The budget reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering five meaningful, differentiated leadership roles of the 20 teachers on staff, which provides opportunities for 25% of our staff. Teacher leaders will contribute focused leadership and supports for providing differentiated, meaningful professional development for all staff both during and outside contract hours. Increasing the amount of staff access to the assistance provided by these teachers was a priority; therefore, it was vital we budget a portion of the funds to hire substitute teachers to cover the leader's classroom. The budget also reflects our commitment to improving instructional practices grounded in the Iowa Core through collaboration and feedback by allocating resources to Instructional Strategist/Classroom Management Coach, Reading Strategist, and Social/Emotional Leader, and Mentor Teacher. Our budget also reflects our goal of allowing teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally and increase student achievement.