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Application

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70554 - Teacher Leadership and Compensation (TLC) System

73408 - Teacher Leadership and Compensation Plan
Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-01-31 01:51:24
Signature:	Davis Eidahl	Submitted By:	Davis Lee Eidahl

Applicant Information

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 Organization Type:* K-12 Education
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Program Area of Interest* Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
 Fax:
 Agency

Benefactor Vendor Number

Recipient Information

District* Ottumwa Community School District
Use the drop-down menu to select the district name.

County-District Number* 90-5049
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 Dr.

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Zip Code*	52501

Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The Ottumwa Community School District has made great strides in increasing rigor and alignment with Iowa Core, while simultaneously improving academic achievement and significantly lowering the number of dropouts from 133 to 33 over the past five years. Therefore, this Teacher Leadership System framework represents the perfect vehicle for us to continue this momentum and build upon what has already proven successful here. Increasing the number and availability of Teacher Leaders in our schools at any given time will provide teachers with additional levels of support to assess strengths and concerns and provide real-time, job-embedded learning for their colleagues as they address their particular and individualized challenges.

Although Ottumwa Schools places a high priority on instructional leadership with our principals, we realize that schools of the 21st century should not be run by principals alone. This framework allows us to distribute that leadership throughout the system and encourages teachers to take a greater role in both their own professional development and the district school improvement process. Our rigorous selection process will attract the best and brightest among us to be school leaders and give each and every student the high quality education they deserve and need to succeed in society. By creating a differentiated plan and an integrated system of teacher leaders, teachers will feel supported and have greater access to the most overlooked and important resource in the educational field: other colleagues.

This plan will not be replacing current leadership positions because we place great value in what principals, curriculum specialists, and area education staff provide to our district. Instead, the Ottumwa Schools Teacher Leadership System plan creates multiple, meaningful, and differentiated teacher leadership roles and bolsters the structure we already have established in terms of school improvement. It also allowed us a much-needed opportunity to review and re-design our mentoring and induction program to better respond to beginning educators and provide more collaboration time before school begins.

To best meet our local context and current needs, our plan allocates for the following additional Instructional Coaches -- approximately one per 600 students:

- Preschool and Douma (the entire southside K-1 population)
- Liberty Elementary (the entire southside 2-5 population)
- Horace Mann/James Elementaries (split position)
- Eisenhower/Wilson Elementaries (split position)
- Evans Middle School (1 coach)
- Ottumwa High School (2 coaches)

In addition, we anticipate selecting 45 Mentors for first- and second-year teachers; 15 Model Classroom Teachers; 15 Department Heads, two Instructional Technology Coaches, and up to three additional Curriculum Leaders -- with the intent of focusing on those with strong STEM (Science Technology Engineering and Math) background to complement the extensive literacy knowledge and skills of our existing evaluators.

These roles, which have been designed to provide systemic support, fit together to create a collaborative, coherent, and sustainable improvement strategy that will strengthen instruction throughout the district. A brief description of the various hierarchical roles is found below:

- a) Curriculum Leader: collaborates with principals and School Improvement Leaders to plan, develop, and/or deliver professional development; serves as an instructional resource for principals, Coaches, Model Teachers, and Mentors; collaborates with School Improvement Leaders to analyze district student achievement data and teacher survey feedback; observes and supports coaches and teachers with professional reading and modeling of research-based strategies.
- b) Instructional Coach: plans with School Improvement Leader to design and implement professional development; serves as an instructional resource for teachers through classroom observations, descriptive feedback, and general support to promote professional development work and district improvement goals; works intensively with the Model Classroom Teachers to assure that their classrooms provide effective demonstration sites for other teachers; and collaborates with mentoring teachers to nurture and reinforce the school improvement initiatives in beginning educators.
- c) Model Classroom Teacher: collaborates with Instructional Coaches and School Improvement Leader to implement school and district improvement initiatives; opens classroom to colleague and administrative observations to demonstrate professional development work and best practice in action; meets with colleagues and/or administrators to enhance and strengthen district initiatives.
- d) Mentor: collaborates and consults with Curriculum Leaders, Instructional Coaches and Model Teachers to facilitate school improvement initiatives; works individually with beginning educators to support professional and personal growth and instructional practice; works individually with designated teachers with specific instructional needs.
- e) Department Head: collaborates and consults with Instructional coaches, School Improvement Leader and administrative team; serves as a primary means of communication between the administrative team and department members; serves as business coordinator for the department (budget, textbook orders, etc.).

Throughout our planning process, we have built in several quantitative and qualitative checks to monitor and adjust the design and delivery of our Teacher Leadership System. As most progressive schools in the state, Ottumwa finds itself in the midst of second-order change with the higher expectations the Iowa Core demands. The additional funds and greater supports in our TLS application are critical to achieving long-lasting success toward our mission of a quality education for each and every student.

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

TLC Model Number	Model 3 -- Comparable Plan
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Narrative**Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:**

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

1A) A description of how the planning grant and available planning time was used to develop a high-quality plan;

Our Teacher Leadership System team met in a variety of settings, including the Area Education Agency (October 29), during the school day with substitutes covering (December 2, December 17, January 10), and after school (November 25 and January 28). We spent our initial time learning about the legislation, analyzing our current school improvement structure, and reflecting on gaps and/or overlaps to reach a more desired state. The planning grant funds allowed us to pay for travel expenses to learn more about the TLS process, secure substitute teachers for our meetings during the day, and pay an hourly rate for time outside contract hours.

Based on our mutual desire to better support teacher and student learning, we quickly came to consensus by determining the need to create new roles of Curriculum Leader and Model Classroom Teacher and expand the number of instructional coaches employed within the district. After that, we spent time reviewing the qualifications and current job descriptions for such positions, adding to, revising, and asking clarifying questions. For Model Classroom teacher, we utilized portions of our current department head descriptions as well as resources from the Partnership for Comprehensive Literacy through the University of Northern Iowa and adapted their literacy-focused description to one that fit throughout our K-12 spectrum.

1B) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan;

District-level administrators attended both the Great Prairie AEA meeting in Fairfield where Director Brad Buck and Ryan Wise introduced the Iowa Department of Education's priorities and addressed initial questions about the Teacher Leadership System and the Iowa Association of School Boards (IASB) Employee Relations Conference in Altoona where Ryan Wise and Peter Ansingh spoke this fall about the application process. After listening to the presenters and other Urban Education Network (UEN) districts at the meeting in Altoona, we decided to use much of our existing leadership structure to establish the stakeholder group charged with getting this system off the ground.

Our existing school improvement coach, instructional technology coach, and members from the district's Comprehensive School Improvement Team (CSIT) that most directly related to teacher leadership were invited to be a part of this process. We were also cognizant to include a representative sample of teachers and administrators ranging from elementary, middle school, and high school. Finally, we wanted to be sure to work closely with our local teachers' association and invited an individual with years of negotiations experience and who recently helped revise Ottumwa's teacher evaluation process. Those involved in the planning process include:

Missy Carson-Roark (Principal, Liberty Elementary)
 Davis Eidahl (Superintendent of Schools)
 Brooke Fischels (Math teacher, Ottumwa High School)
 Terri Hudachek (Librarian, Evans Middle School)
 Kathie Mason (Kindergarten teacher, Agassiz Elementary)
 Kevin McGinity (Science teacher, Ottumwa High School)
 Kathy Mobley (School Improvement Coach, Evans Middle School)
 Kristi Ridgway (Instructional Technology Coach)
 Eric Sundermeyer (Associate Superintendent)
 Shannon Vesely (School Improvement Leader, grades 7-12)
 Ann Weibrenner (5th grade teacher, Horace Mann Elementary)
 Teri King, Lori Reeves, Julie Thomas (parents on Community Advisory)

Our entire team was invited to participate in our regional AEA meeting, led by leadership consultant Anne Morgan, where those in attendance were able to hear a common message about details of the legislation, the availability of three codified models, and the five "must-haves" that needed to be in any proposal.

As soon as we began work, we set up a Google Doc and assigned parts to various committee members. When sections were taking shape, we would share highlights and ask invite questions and/or additional input. We had productive discussions and writing sessions before winter break. We then spent time in January reviewing our progress and strengthening and refining our plan. Once we were able to work through some of the "teacherese" and developed a more-final-than-rough draft, we invited some parents from our Community Advisory to our January 21 meeting. They learned more about the opportunity from the legislation, asked some clarifying questions, and offered their perspective and input on our application. We specifically solicited advice on what to include in the abstract that all grant readers would receive and have integrated their ideas into our plan.

1C) Describe support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents).

Throughout this entire process, there has been a sense of synergy and excitement about the potential of this application and its expected impact on student achievement and school culture. The superintendent met with each building to discuss our TLS plan and answer any questions staff may have about the plan or the process. In addition to soliciting input from Community Advisory parents, we also had a newspaper article published, were invited to two local radio stations to share details of the plan with the general public, and reviewed it with the local school board during a work session. The plan has received overwhelming support, and it fits into our long-range vision for increased leadership capacity. To our team's credit, we have spent almost no time speaking about what can't be done or what problems we will encounter; rather, we have spent our time envisioning what's possible and how this opportunity will propel Ottumwa Schools ahead faster and further. Overall, it has proven refreshing work, and we welcome the opportunity to act as pioneers to lead larger school districts in this framework to get implemented as soon as practical.

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

In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).

Although the Ottumwa Community School District places a high priority on instructional leadership with our principals, we realize that schools of the 21st century cannot be run effectively by principals alone, but our current contractual language places such a premium on seniority that we are not able to attract or invite those internal teacher leaders to apply without leaving the classroom for administration. This framework changes that and allows us to realize the vision and goals of our district by distributing that leadership throughout the system and encourages teachers to take a greater role in both their own professional development and the district's school improvement process. By creating a differentiated plan and network of teacher leaders, teachers will feel more supported, have a high degree of ownership, and allowed greater access to the most overlooked and important resource in the educational field: other colleagues.

As part of the district's continuous improvement structure, Ottumwa Schools appoint and convene a Community Advisory (SIAC) of approximately 50 members to four-year rotating terms that meets quarterly. They review and analyze the student achievement data, get updates on our DINA/SINA plans, and make recommendations to the school board, which for the past several years have centered around six strategies that serve as the foundation for our school improvement. A Comprehensive School Improvement Team of teachers and administrators has then been charged with monitoring and implementing these broad strategies and expanding them into specific and measurable action plans. Annually in December, all these groups come together for a half-day to review progress on their goal area and make any revisions to the action plan for the upcoming school year.

Half of these strategies directly reflect and align with the vision and goals of the statewide TLC system, including:

1. Emphasize quality teaching
2. Implement evidence-based instructional strategies
3. Use data to make decisions

After our first meeting, we shared many of the TLS documents provided by the Iowa Department of Education with our team. One of those frequently accessed and referred to is "Guidance on the Iowa Teacher Leadership and Compensation System" dated July 15, 2013. As part of their work, each committee had developed consensus statements which read very similarly to the "theory of action" outlined by the statewide task force: "If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation, then ... student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment."

Following are the consensus statements we have developed for the three strategies that best align to this teacher leadership work:

"Emphasize quality teaching"

We know that leadership and teacher quality have the most significant impact on student achievement. We believe to increase student achievement we must implement a plan to recruit and retain quality staff. We want the most highly qualified and effective teachers, administrators, and para-professionals in all of our buildings.

"Implement evidence-based instructional strategies"

We know there are evidence-based instructional strategies (EBIS) that have been proven to increase student achievement for each and every student. We believe that with quality professional development (workshop and workplace experience) teachers can learn how to implement these strategies. We want each and every teacher to actively participate in quality professional development and to have workplace support to ensure successful implementation.

"Use data to make decisions"

We know that using data from multiple measures (student achievement and social/emotional data) can inform teachers, principals and district leadership about what needs to be examined and adjusted to improve student achievement. We believe that we need to use data from multiple measures to have a balanced assessment program and to get a clear picture of how well students are learning. We want to use data from multiple sources to make informed decisions to improve student achievement.

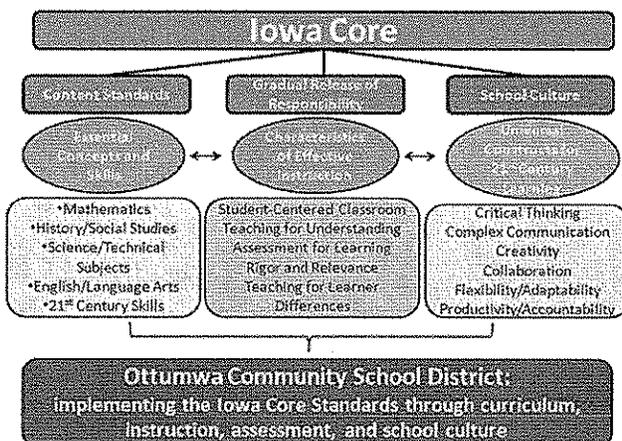
Upon receipt of the funding, we will nest data sources and points within the applicable school improvement strategy for added monitoring and adjusting. Specific, measurable goals for our teacher leadership plan include:

- increasing the availability of teacher leaders to coach collaborate, and reflect with classroom teachers;
- increasing the fidelity of implementation with district professional development practices proven to increase student achievement;
- increasing the retention rates of educators in our district;
- and, most importantly, increasing student achievement through strengthened and improved instruction

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

The plan's design will both support and strengthen district initiatives and structures through a consciously unified system of teacher leadership. This system will be vital in promoting and sustaining Iowa Core and learning supports work, as well as district-wide professional development. In addition, this system will continue its relentless focus on increasing student achievement.

Our plan provides increased levels of support as we work to fully implement Iowa Core in math and literacy as well as science and social studies. Teachers and administrators have been asking for additional support, but current staffing levels are not able to keep up with the increasing demand. Not only will these added leadership positions greatly boost our system capacity for professional growth, this plan would allow us to bolster our current foundation, elevate, formalize, and systematize the roles, and provide appropriate compensation and recognition for our teacher leaders.



Teacher leaders (more specifically, Curriculum Leaders and Instructional Coaches) will:

- collaborate with the School Improvement Leaders to implement and assess Iowa Core and learning supports work regarding disciplinary standards and habits of mind; this work will include, but will not be limited to, Iowa Core reading and writing standards, Iowa Core content standards, and the Universal Constructs for 21st Century Learning

- collaborate with the School Improvement Leaders to implement and assess Iowa Core and learning supports work regarding instructional pedagogy; this will include, but will not be limited to, the Characteristics of Effective Instruction and the Gradual Release of Responsibility Framework
- collaborate with the School Improvement Leaders to implement and assess Iowa Core and learning supports work regarding school culture and climate; this will include, but will not be limited to, building and district-specific "standards for success", the Characteristics of Effective Instruction (particularly student-centered classrooms and teaching for learner differences) and the Universal Constructs for 21st Century Learning (particularly collaboration and flexibility/adaptability)

Teacher leaders will also:

- participate in training and collaboration with the School Improvement Leaders and administrators, as well as other instructional specialists, to learn professionally, as well as to promote and implement district professional development initiatives
- elicit and assess data to monitor and evaluate professional development work regarding Iowa Core implementation and student achievement

At the elementary level, the Instructional Coaches and Curriculum Leader will partner with building principals to provide grade-alike professional development in literacy and math and be available as a follow-up resource for those needing additional support or expressing interest in learning more. At the secondary level, the Instructional Coaches and Curriculum Leaders will work with building principals to provide professional development in formal sessions (regular early dismissals and content-specific meetings) as well as more informal (prep time and/or team meetings).

The description of how the various teacher leader roles connect to, support, and/or strengthen the most significant district initiatives are further explained in Part 5 of this application.

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

While our district's current Mentoring and Induction (M&I) Program provides a strong structure of accountability, it fails to address the most immediate needs of beginning teachers. For instance, the program does not detail methods for helping new teachers plan for instruction or how to maintain classroom management. Focusing on these key areas (Teaching Standards 4 & 6) is crucial for improved entry into the teacher profession for new teachers. We would like to capitalize on our current strengths and also build a program that will ensure our beginning educators become effective teachers as a result of their participation in our M&I Program.

Our new program will retain the effective use of technology for ongoing communication (Moodle) and accessibility to professional resources and be more designed to assist beginning educators before the school year starts and maintain intensity through the first semester. Second semester will be used for more individual reflection and goal setting. This design will help mentors shepherd beginning educators during the most critical times of their career. The TLC plan will assist our district in creating a meaningful and substantial program that will help beginning educators develop the necessary skills to become effective educators.

Current evaluations of the M&I Program showed strong support by beginning educators to increase collaboration time with their mentor. Beginning educators also asked for additional time at the beginning of the year. Therefore, M&I activities will include planning, collaborating as a professional learning community, evaluating student performance, developing assessments, contacting parents, providing accommodations to special needs students, and organizing a portfolio of artifacts that address each teaching standard.

Ottumwa already has a beginning salary that far exceeds the \$33,500 minimum. Therefore, to attract beginning educators to our district, as well as provide incentive for teachers to become mentors, our district is proposing a M&I Program that pays teachers and beginning educators to prepare for a successful school year prior to school starting.

Based on best practices found in the March 2006 ACSID article "What New Teachers Really Need" by Scott Mandel and feedback from a cadre of teachers who are experienced mentors, the following program has been designed:

- Beginning educators will each be assigned a Mentor teacher to work together the first two years of teaching. Mentors and beginning educators would ideally be in the same building and teach the same grade level or department. Partners could be reassigned, if needed.
- Provide 12 hours of collaboration time between first year beginning educator and Mentor teacher, which would be spread out over several days. These twelve hours should occur in August prior to the beginning of the school year. Mentor teacher and beginning educator will use this time to plan lessons, outline pacing of instruction, discuss instructional strategies, and develop classroom management.
- All Mentor teachers and Instructional Coaches will meet for three hours prior to the beginning of the school year to get instruction on what professional development will be for beginning educators.

The following is a revised outline of M&I Program activities for the remainder of the school year:

1st YEAR TEACHERS:

September: Beginning educators and mentors will conduct an observation exchange, discuss grading, create formative assessments to monitor student growth, and collaborate on strategies to maintain classroom management as well as effectively gather data.

October: Prepare beginning educators for Parent/Teacher Conferences by hosting a guest speaker to train them on "Fierce Conversations."

November: Celebrate American Education Week with our district and allow beginning educators to network at a teacher mixer. Following the dinner, beginning educators will participate in a gallery walk to view portfolios of former beginning educators.

December: Beginning Educators attend a panel of second and third year teachers to share their concerns, celebrate their successes, and answer questions.

January: Beginning educators will reflect on their first semester of teaching. Mentors and beginning educators will also use this time to develop summative assessments (9-12) or evaluate student progress using assessments (PreK-6).

February: Iowa Assessment preparation (3-12) or evaluating student progress (PreK-2)

March: Mentors and beginning educators will collaborate to plan lessons and discuss characters of effective instruction.

April: Goal setting for next school year/discuss end-of-year procedures

May: Survey the effectiveness of M&I Program

2nd YEAR TEACHERS:

September: Beginning educators and mentors will conduct an observation exchange, discuss grading, create formative assessments to monitor student growth, and collaborate on strategies to effectively gather data

October: Prepare beginning educators for Parent/Teacher Conferences by hosting a guest speaker to train them on "Fierce Conversations."

November: Celebrate American Education Week with our district and allow beginning educators to network at a teacher mixer. Following the dinner, second year teachers will receive some input on their current portfolio progress.

December: Second year teachers will serve as panelists to answer questions, alleviate concerns, and celebrate successes with first year teachers.

January: Reflect on 1st semester/re-evaluate summative assessments (9-12)/using assessments to evaluate students (PreK-6)

February: Iowa Assessment preparation (3-12) or evaluating student progress (PreK-2)

March: Mentors and beginning educators will collaborate to plan lessons and discuss characters of effective instruction.

April: Goal setting for next school year/discuss end-of-year procedures

May: Second year teachers will be sent a survey to evaluate the effectiveness of the M&I Program.

Narrative

Part 5) Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum) Please include the following information in your narrative:

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

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

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

We believe our plan will improve upon what is already in place in Ottumwa Schools. This is not to say that we would like to replace the current positions or repurpose the money spent on them because we place great value in what principals, curriculum specialists, and area education staff provide to our district. The Ottumwa Schools Teacher Leadership System plan creates multiple, meaningful, and differentiated teacher leadership roles and bolsters the structure we already have established in terms of school improvement.

Increasing the number of Teacher Leaders available in any school at any given time, we believe, would provide teachers with a mentor or leader, indeed a coach, who would be able to assess their individual strengths and weaknesses and support them as they address their particular challenges. By creating a "differentiated" plan for capitalizing on those strengths and shoring up the weaknesses, teachers would feel more support, and would have greater access to one of the most important and overlooked resources in the educational field: fellow colleagues.

To best meet our local context and current needs, our plan allocates for the following Instructional Coaches - approximately one per 600 students:

- Preschool and Douma (the entire southside K-1 population)
- Liberty Elementary (the entire southside 2-5 population)
- Horace Mann/James Elementaries (split position)
- Eisenhower/Wilson Elementaries (split position)
- Evans Middle School (1 coach)
- Ottumwa High School (2 coaches)

In addition, we anticipate selecting 45 Mentors for first- and second-year teachers; 15 Model Classroom Teachers; 15 Department Heads, two Instructional Technology Coaches, and up to three Curriculum Leaders - hoping for at least a few with a STEM strong background (Science Technology Engineering and Math) to complement the extensive literacy knowledge and skills with our existing evaluators.

The job descriptions for the various roles are listed below. They have been revised by our planning team with additional responsibilities and corresponding stipends and contract days associated with them.

Curriculum Leader (100 percent of time performing teacher leader duties)

- Provide and demonstrate teaching on an ongoing basis.
- Routinely work strategically with teachers in planning, monitoring, reviewing and implementing best instructional practice.
- Observe and coach teachers in effective instructional practices.
- Support teacher growth and reflective practices.
- Plan and deliver professional development activities designed to improve instructional strategies.
- Engage in development and implementation of curricular materials.
- Lead meetings of grade-level teams and/or content-area teams.
- Assist in developing and implementing a plan for school-wide professional development sessions related to instruction, curriculum planning, and assessment.
- Support existing model classroom teachers' implementation efforts.
- Teach struggling learners in daily intervention groups
- Complete record keeping or any other paperwork accurately and timely
- Attend professional development sessions designed for coaches

Instructional Coach (85 percent of time performing teacher leader duties; 15 percent engaged in student instruction)

- Keep abreast of latest research and provides leadership in determining their appropriateness for inclusion in the district educational program.
- Work with building principals in the improvement of individual staff competencies.
- Work with principals and teacher committees in organizing and coordinating professional development practices throughout and across the curriculum.
- Collaborate with principals and teachers to analyze student data and determine next steps.
- Provide staff leadership to ensure understanding of and promote the educational goals of the school district.
- Provide job-embedded professional development opportunities for staff.
- Provide one -on-one support for teachers when needed.
- Provide classroom instructional modeling and feedback.
- Participate in professional growth activities to keep abreast of current and future trends.

Instructional Technology Coach (85 percent of time performing teacher leader duties; 15 percent engaged in student instruction)

- Keep abreast of developments in technology innovations, and provides leadership in determining their appropriateness for inclusion in the district educational program.
- Work with building principals in the improvement of individual staff competencies.
- Work with principals and teacher committees in organizing and coordinating the full integration of technology throughout and across the curriculum.
- Provide staff leadership to ensure understanding of and promote the educational technology goals of the school district.
- Provide professional development opportunities for staff to assist them with the integration of technology as an effective teaching and learning tool.
- Provide one -on-one support for teachers when needed.
- Facilitate the development and enforces the district's policies and procedures for the use of the district's technology.
- Participate in technology professional growth activities to keep abreast of current and future trends in instructional technology.

Model Classroom Teacher (100 percent of time engaged in student instruction)

- Model effective teaching that demonstrates best classroom instructional and management practices
- Implement professional development focus as quickly and effectively as possible
- Establish and maintain advocacy for district- or building-developed school improvement
- Provide relevant and meaningful learning opportunities that enable teachers to successfully implement instructional practices that impact student achievement
- Accept visitors in the classroom during instructional and non-instructional times
- Work with and accept coaching from the instructional coach, as needed
- Commit to full participation in training, team meetings, and reaching research (i.e. expect time outside of the school day for professional reading and classroom planning)
- Assume a leadership and mentoring role with other teachers in the school/district

Mentor (100 percent of time engaged in student instruction)

- Attend all Mentoring and Induction meetings

- Acquire knowledge of and familiarity with Iowa's teaching standards
- Assist beginning educators in goal setting and portfolio development
- Act as one-on-one staff developer and teacher
- Familiarize beginning educator with the culture of the school (unwritten rules)
- Assist beginning educator in finding resources
- Share wisdom and problem solve with beginning educator
- Model professional behavior and sponsor beginning educator involvement in the profession
- Counsel and motivate the beginning educator; help him/her feel at ease and valued
- Advocate for the beginning educator
- Help beginning educator build a network structure within and beyond the school district

Department Head (100 percent of time engaged in student instruction)

- Demonstrate a comprehensive knowledge of curriculum, instruction, and assessment within own content area
- Promote a culture of shared beliefs (collective group efficacy) and a sense of community and cooperation among the students and staff
- Actively promote a sense of self-worth and proactively seek ways to build a sense of belong for all students
- Effectively communicate the department chair's role and work
- Actively participate in department head meetings
- Evaluate and monitor the design and implementation of curriculum, instruction, and assessment practices
- Analyze pertinent data for long-range planning
- Establish and maintain strong lines of positive communication with department and through the school community
- Coordinate budget and scheduling for department

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

These roles, which have been designed to provide systemic and hierarchical support, fit together to create a coherent and sustainable improvement strategy that will strengthen instruction throughout the district.

Curriculum Leader: collaborates with principals and School Improvement Leaders to plan, develop, and/or deliver professional development; serves as an instructional resource for principals, coaches, model teachers, and mentors; collaborates with School Improvement Leaders to analyze district student achievement data and teacher survey feedback; observes and supports coaches and teachers with professional reading and modeling of research-based strategies.

Instructional Coach: serves as an instructional resource for teachers through classroom observations, descriptive feedback, and general support to promote professional development work and district improvement goals; collaborates with School Improvement Leader, Curriculum Leaders and administrative team to analyze building and district student achievement data; supports building and district school improvement through professional reading and implementation of evidence-based strategies. The instructional coach will work intensively with the model classroom teachers to assure that their classrooms provide effective demonstration sites for other teachers. The instructional coach will also collaborate with mentoring teachers to nurture and reinforce the school improvement initiatives in beginning educators. They will support all content teachers in the area of the Iowa Core's Five Characteristics of Effective Instruction.

Model Classroom Teacher: collaborates with instructional coaches and School Improvement Leader to implement school and district improvement initiatives; opens classroom to colleague and administrative observations to demonstrate professional development work and best practice in action; meets with colleagues and/or administrators to enhance and strengthen district initiatives; supports building and district school improvement through professional reading and implementation of researched-based strategies.

Mentor: collaborates and consults with instructional coaches and model teachers to facilitate school improvement initiatives; works individually with beginning educators to support professional and personal growth and instructional practice; works individually with designated teachers with specific instructional needs

Department Head: collaborates and consults with instructional coaches, School Improvement Leader and administrative team; serves as a primary means of communication between the administrative team and department members; serves as the business manager for the dept (budget, textbook orders, etc.) Promotes a culture of shared beliefs (collective-group efficacy) and a sense of community and cooperation among the students and staff. Effectively communicates, in a positive fashion, the SIT's roles, work and maintains strong lines of communication with department and throughout the school community.

Although our district currently supports most of these teacher leadership roles to some degree, this plan would allow us to bolster our current foundation, elevate, formalize, and systematize the roles, and provide appropriate compensation and recognition for our teacher leaders. The two new roles to our system that will enhance our current system are the Curriculum Leader and the Model Classroom Teacher. The addition of these positions will create a more cohesive, effective system through which we can better support our staff and students in improved performance.

Part 6) Describe how teacher leaders will be selected. (5,000 characters maximum) Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Measures of effectiveness

b) Professional growth

The applications submitted by teachers for leadership positions will include essay questions that address effectiveness and professional growth of the applicant. Some of the prompts we are planning to include are:

- Describe your professional development experiences, including membership, presentations, attendance at conferences, projects and/or future professional goals. (aligned to assess profession growth)
- Select an initiative or research-based strategy that you implemented in your classroom and how you evaluated the effectiveness of that strategy on student learning. (aligned to assess professional growth and effectiveness)
- What experiences have you had successfully leading and facilitating adult learning teams? How did you measure your effectiveness and the team's effectiveness? (aligned to assess effectiveness)

In addition, the applicant will be required to submit two letters of recommendations: one from a teaching peer and one from an administrator. The recommendation must include information regarding the applicant's effectiveness and professional growth. The form for recommendations will include the following guidance:

- What qualities do you feel that this candidate possesses that will make them a successful teacher leader?
- How effective do you feel the teacher leader candidate is in teaching their primary area of responsibility?
- What professional growth opportunities has the applicant been a part of in recent years? How has this professional growth been integrated into their teaching practices?

Through the use of a three-step process outlined below, rubrics will be used to determine suitable candidates to fill each teacher leadership role. All applicants must have at least three years of successful teaching experience and have taught at least one year in Ottumwa. Our process is largely based upon ISEA's procedures as outlined in the VIVA report, "Reimagining School Leadership for the 21st Century."

Step 1: The district will establish a Teacher Advisory Committee (TAC) consisting of five (5) teachers and two (2) alternates. This committee will, for at least the first year, be comprised of the teachers currently serving on Teacher Leadership System (TLS) team. We decided that the membership of this team is a representative sample of teachers from across all educational levels in the district, and they will possess most working knowledge of the application process, the positions created within the plan, and the overall goals within the TLS system. This TAC would review applications from classroom teachers who have an interest in one of the Teacher Leadership roles established in this plan. We believe this to be a critical first step because Teacher Leaders who do not have the support of the other faculty in the building cannot be as effective as those who do.

Applicants who achieve consensus of the TAC would move on to Step 2.

Step 2: An equal group of five (5) administrators and two (2) alternates will be selected to review the approved candidates' materials from the TAC. The administrative committee will consist of K-12 representation. The Administrative Application Committee (AAC) will reach a consensus on applicants that will receive a "yes" vote.

Step 3: Any applicant who has both "yes" votes will be eligible for appointment in a teacher leadership role. A smaller sub-committee made up of equal representation from the TAC and the AAC would conduct interviews to determine who and how many would serve as Teacher Leaders and in what role.

The interview process will also include questions of applicants that will assist in determining their effectiveness and professional growth. Questions will include, but not be limited to:

- Can you tell us about an innovation, new approach, or strategy that required you to substantially change your classroom practice in an effort to improve students' performance? How did it impact your beliefs about improving learning for students? What changed and how did it affect your subsequent thinking and practice?
- Give a specific example of a time when a team you were leading a team or you were a member of a team that had to work together to reach a goal. What did you do to move the team forward? In your response, please discuss the team's objective or goal.

The applicants with the highest scores and best fits for each position will be forwarded to the Superintendent for his personnel recommendation.

An abbreviated process will be followed to determine reassignment for the following school year. This shall also include self-evaluation and peer feedback on the effectiveness of the performance related to the duties specific to the teacher leader's role.

Our rigorous selection process has been designed to evaluate the effectiveness and professional growth of potential teacher leaders through an application, interview, and recommendation process. The process has been designed around the domains of the Teacher Lead Model Standards developed by the Teacher Leader Exploratory Consortium (2009). The three components of the selection process will provide a comprehensive picture of a candidate's potential effectiveness as a teacher leader. Candidates will be evaluated using three dimensions of teacher leadership: 1) fostering and leading a collaborative culture; 2) promoting professional learning for continuous improvement; and 3) facilitating improvements in instruction and student learning.

Narrative

Part 7) Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum) Please include the following information in your narrative:

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

b) Description of how the district's 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.

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

The Curriculum Leaders, Instructional Coaches, and Model Classroom Teachers will play critical roles in the professional growth of teachers, and we enthusiastically welcome this added input and experience.

Curriculum Leaders are integrally involved in both the design and the delivery of PD. They work with our School Improvement Leaders and principals and other administrators charged with responsibility for PD in determining appropriate goals, topics, and processes related to student achievement. Their preparation includes study of the characteristics of effective PD, as well as fieldwork in which they design and deliver PD based on these characteristics. The Curriculum Leader in consultation with the School Improvement Leaders will ensure alignment through oversight and monitoring in the varied PD settings.

Instructional Coaches will nurture the professional growth of teachers through professional learning communities, one-on-one and small-group coaching cycles, embedded learning that occurs during grade-level and data analysis meetings. Instructional Coaches will teach a small intervention group daily and observe students in core instruction, providing the classroom teacher additional support in responding to student need.

Model Classroom Teachers open their classrooms to other teachers for observation for critical collaborative inquiry. The model classroom is a learning laboratory in which teachers continually examine and reflect on practice, resulting in a formative process of improvement. The Model Classroom Teacher shares their practice with school faculties, often in collaboration with the instructional coach. These sessions may result in the formation of study groups with support and guidance from the Instructional Coach.

b) Description of how the district's TLC plan aligns with and incorporates the key elements of the IPDM.

Collecting and Analyzing Student Data

Teacher leaders will lead analysis of multiple sources of data. They will coordinate the assessment wall process with each grade level team, the principal, and intervention team. They will collaborate with intervention teams in order to coordinate and integrate the school's MTSS (Multi-Tier System of Supports) processes across core classrooms and intervention settings.

Goal Setting for Professional Development

Teacher Leaders will collaborate and plan with School Improvement Leaders, principals and other administrators to determine appropriate PD goals, topics, and processes aligned to building and district goals. Teacher Leaders will provide demonstrations of the district's professional development practices and conduct coaching cycles with teachers across the grade levels that focus on improving core instruction for all learners.

Selecting Content

Teacher Leaders will collaborate with School Improvement Leaders, principals and other administrators to develop PD focus from analysis of the data and instructional needs of all students. Teacher feedback surveys are used following PD as a data source to assess effectiveness and plan the focus of professional development.

Design

Teacher Leaders will have an active role in the design and content of professional development in collaboration with School Improvement Leaders, principals and other administrators. The design includes theory, demonstration, practice, and collaboration. To enhance and provide on-going professional development, technology is utilized. Ongoing PD for all teachers, core and intervention, throughout the school year is provided by Teachers Leaders in grade level team meetings, collaborative intervention team meetings, and PD sessions.

Ongoing Cycle

Teacher Leaders will provide training and learning opportunities for all teachers responsible for instruction. Opportunities include collaboration, reflection, and on-going professional development. Demonstrations will be part of the PD cycle to improve core instruction for all learners.

Training/Learning Opportunities

Training opportunities are adjusted and refined based on data and feedback from teachers, School Improvement Leaders, principals and other administrators. Opportunities will be provided to all core and intervention teachers to ensure continuous professional growth throughout the year.

Collaboration

Collaborative team meetings are structured into learning communities throughout the school across grade levels and intervention teams, preparing classroom teachers to administer and analyze assessments as well as planning instruction and intervention focused on improving student learning and achievement.

Implementation

Teacher Leaders will have an active role in the design and content of professional development in collaboration with School Improvement Leaders, principals and other administrators. The design includes theory, demonstration, practice, and collaboration. To enhance and expand opportunity for ongoing professional development, technology will be utilized. Teacher Leaders will provide coaching, learning and collaboration opportunities for all teachers, core and intervention throughout the year during grade level and intervention team meetings. Implementation data will be collected and analyzed to determine professional development needs and supports.

Formative Evaluation

Teacher Leaders, in collaboration with School Improvement Leaders and administrators, will use formative student data to plan training and supports for teachers and students. The data will be used to make necessary adjustments throughout the year.

Program Evaluation

Summative data are used to plan the next cycle of professional development and adjust plans. Feedback survey is collected from all faculty. Faculty and stakeholders are informed about the outcomes of the evaluation of professional development and this data is used to plan professional development and next steps.

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

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

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

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

Determining and evaluating the impact and effectiveness of our district's plan is crucial to our mission to provide a quality education to each and every student. From our days as a Reading First district, we have instituted the following four data questions as the respective school improvement teams analyze all student achievement and program data and use the results to guide and plan future actions:

1. What did the data tell you?
2. What questions do you have about the data?
3. What are the implications for curriculum, instruction and assessment at the building level?
4. What are the implications for district-wide improvement planning?

One means through which our district will determine the impact and effectiveness of our TLS plan is by increasing the availability of teacher leaders to coach collaborate, and reflect with classroom teachers. Data we will collect include:

- Hours spent in professional development designed for teacher leaders
- Number of contacts in coaching logs via Google Calendar
- Attendance of teacher leader(s) at team collaboration meetings
- Number of teacher leader applicants after first year of implementation
- Percentage of teachers successfully meeting all eight Iowa Teaching Standards

The second goal is to increase the fidelity of implementation with district professional development practices proven to increase student achievement. To this end, we will collect the following data:

- Walkthrough and structured observation data from evaluators
- Number of peer observations in Model Teachers' Classrooms
- Professional development survey results
- Percentage of teachers successfully meeting Career Development Plan goals and objectives

Increasing the retention rates of educators in our district is yet another lens through which we will evaluate our plan's impact and effectiveness, including these data:

- Percentage of beginning educators who successfully complete mentoring and induction
- Number of teachers who apply to be mentors
- Retention rate of teacher mentors

Finally, and most importantly, improving student achievement through strengthened and improved instruction will help us determine our plan's effectiveness. This will include longitudinal data

- Increase proficiency in Iowa Assessment and/or other standardized test measures
- Increase percentage of students reading at or above grade level by the end of third grade
- Decrease the number of students referred to special education, Title I
- Decrease the number of dropouts and increase our graduation rate

At the elementary level as part of our affiliation with UNI's Jacobson Center, we will continue to use the ESAIL instrument, which is designed to assess a school's level of implementation in a comprehensive literacy model. We use the results for a periodic assessment to measure a school's growth over time on one or more literacy criteria.

Our K-12 administrators meet twice a month to collaborate and learn from each other. During this time, we review progress toward building and district goals, share relevant data, and problem-solve how to best support the learning process. Collectively, we plan on inviting the Curriculum Leaders and Instructional Coaches at least quarterly to review the TLS structures and seek any improvements, and building principals will meet at least weekly with their respective Curriculum Leaders and monthly with Instructional Coaches to gauge their progress and provide any necessary supports. In addition, central office administrators meet with principals three times a year to reflect on their professional learning, specifically focusing on Iowa Standards for School Leaders 1 and 2. In all facets of data collection, the information collected from stakeholders helps us to continually monitor and evaluate key actions and activities and adjust the overall plan, as needed.

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

Ottumwa already has much of the infrastructure and capacity in place to make this plan successful and sustain it over time. In fact, regardless of receiving the funds this year, this planning process has allowed us to have constructive dialogue with our local teachers' association about the mutual need for teacher leaders to follow a selection process different than the seniority-driven procedure as is now required by the master contract.

We also have oversight and coordination of our school improvement efforts with our K-6 and 7-12 School Improvement Leaders. They are both evaluators and will be primarily responsible for the overall design of district-wide and building-level professional development as well as the direct supervisors of the Curriculum Leaders and Instructional Coaches.

Our K-6 School Improvement Leader is currently involved in training to become a certified Comprehensive Intervention Model (CIM) coach through her work with the Richard O. Jacobson Center for Comprehensive Literacy at the University of Northern Iowa. In addition to the initial year-long preparation regimen of CLM and CIM coaches, this support includes ongoing professional development sessions for coaches, an annual literacy academy, and an online site for disseminating information to coaches and administrators, and technical assistance as needed. Great Prairie AEA has also provided support with their literacy consultant to become certified as CIM Coach to provide further training for CIM intervention teachers. The ongoing collaboration between the AEA CIM coach, AEA administrators, district administrators, building principals, and building coaches ensures a cohesive model of continuous improvement.

Our 7-12 School Improvement Leader has expertise that we rely heavily upon as well. She serves as a contributor to the digital library resources and a test-question author as part of the new Smarter Balanced Assessment System. Her skills and experience has helped us increase both the rigor and writing opportunities in English Language Arts and Social Studies classrooms. Through our continuing focus on full implementation of Iowa Core, teachers are helping their students become better readers and writers, they are assessing more through critical thinking and writing and less through rote memorization, and they are designing lessons that include daily opportunities for student collaboration.

In the past, Ottumwa has been part of the Reading First initiative and received a second-round award based upon our implementation and follow-through of our grant proposal. Recently, we have also been approached by McGraw Hill to be highlighted as one of 25 school districts in the nation for exemplary implementation of Everyday Mathematics. These are specific examples of how our system is able to successfully plan, implement, monitor, and adjust an action plan aimed at improved student achievement.

The PK-12 administrators meet twice a month to collaborate and learn from each other, and this includes the School Improvement Leaders. During this time, we review progress toward building and district goals, share relevant data, and problem-solve how to best support the learning process. In addition, all teachers are included regularly in analyzing student achievement data, and input is sought concerning instructional decisions. Intervention plans are also written for students as determined by an RtI team. This begins with existing leadership teams in each building that are responsible for assessing and analyzing data and making adjustments based upon that information.

Collectively, the administrative team plans on inviting the Curriculum Leaders and Instructional Coaches at least quarterly to review the TLS structures and seek any improvements, and building principals will meet at least weekly with their respective Curriculum Leaders and monthly with Instructional Coaches to gauge their progress and provide any necessary supports. In addition, central office administrators meet with principals three times a year to reflect on their professional learning, specifically focusing on Iowa Standards for School Leaders 1 and 2. In all facets of data collection, the information collected from stakeholders helps us to continually monitor and evaluate key actions and activities and adjust the overall plan, as needed. Given the success and synergy of our Teacher Leadership System team, we have agreed to meet at least twice annually to review Teacher Leader job descriptions, feedback surveys from staff, data points from Part 8 of this application, and recommend possible revisions to our initial plan.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 4577.4

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

District Enrollment-Based Allocation \$1,413,592.67

Total Allocation \$1,413,592.67

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$276,000.00
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)	\$960,000.00
Amount used to provide professional development related to the leadership pathways	\$177,592.67
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.	\$0.00
Totals	\$1,413,592.67

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$1,413,592.67

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

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

Our budget aligns with the goals of increased availability of teacher leaders to coach, collaborate, and reflect with classroom teachers, increased fidelity of implementation with district professional development practices, increased retention rates of Ottumwa educators, and increased student achievement by strengthen instruction.

The table in Part 10 quickly illustrates where our funds will be expended, but they are explained in more detail in the following narrative. We already have a starting salary that far exceeds the legislated minimum of \$33,500, so none of our funds will go toward that line-item.

Under "amount designated to fund the salary supplements for teachers in leadership roles," the District and Ottumwa Education Association agreed to pattern the additional salary supplement amounts around the state's legislated amounts and responsibilities found in the first two models. The **Curriculum Leader** position will carry the most responsibility and expertise and be compensated accordingly at an amount of \$12,000 for 20 additional days of work. If we are able to hire three qualified individuals, this would amount to \$36,000. **Instructional Coaches** would work an additional 10 days for \$5,000 each. Our plan calls for nine of these -- with two focused on technology integration -- and totals \$45,000. Next, fifteen (15) **Model Classroom Teachers** will be compensated an additional \$3,500 for an extended contract of seven days, equaling \$52,500. Furthermore, **Mentors** will receive an additional \$2,500 for five days of contracted time. With forty-five (45) anticipated mentors for first- and second-year teachers, this amounts to \$112,500. Finally, fifteen (15) **Department Heads** selected through this process will receive \$2,000 for an additional four days of contracted time, equal to \$30,000. Therefore, the entire amount budgeted for salary supplements totals \$276,000.

The vast majority of our budget, just shy of \$1 million, went 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." This includes annual salaries for the Instructional Coaches and costs to fund their full-time classroom replacements.

We allocated just over \$175,000 for "professional development related to the leadership pathways." This will include a minimum of additional two days prior to school starting for first- and second-year teachers to meet and collaborate with their instructional coaches, model classroom teachers, and mentors - key supports identified from our mentoring program assessment results. Travel costs and/or supplies for Teacher Leaders as well as substitute costs for teachers, mentors/beginning educators to observe and collaborate with each other is also included in this line-item.

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 district's TLC plan. Yes

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

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