



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

135470 - Teacher Leadership Compensation

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/16/2015 2:06 PM

Primary Contact

AnA User Id

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Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name:

Prairie Valley Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

Address: 1005 Riddle St
P.O. Box 49

Gowrie Iowa 50543-0049
City State/Province Postal Code/Zip
Phone: 515-352-5575
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Lois Irwin
Title Superintendent
Organization Prairie Valley School

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

Address 1005 Riddle Street

City/State/Zip* Gowrie Iowa 50543
City State Zip

Telephone Number 515-352-5575

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
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Name Lisa Willardson
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County(ies) Participating, Involved, or Affected by this Proposal	Calhoun County, Greene County, Webster County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	5, 24
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	9, 10, 47
<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. **No**

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. **No**

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

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

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

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. **Yes**

If YES, present the rationale for determining no impact.

The grant applies to all teachers/all grades.

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. **Lois Irwin**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District	Prairie Valley Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	94-5325
<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	Dr.
Name of Superintendent	Lois Irwin
Telephone Number	515-352-5575
E-mail Address	irwinl@prairievalley.k12.ia.us
Street Address	1005 Riddle Street
City	Gowrie
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50543

TLC Application Contact

Honorific	Dr.
Name of TLC Contact	Lois Irwin
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Street Address	1005 Riddle Street
City	Gowrie
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50543

Demographic Profile

October 2014 Certified Enrollment	583
October 2014 Free/ Reduced Lunch %	43
AEA Number	8

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)

The Prairie Valley Community School District and the Southeast Webster Grand Community School District entered into a whole grade sharing agreement under the name Southeast Valley (SV) for the High School and Middle School. Although the two elementary schools in the districts are not formally a part of the whole grade sharing, they work closely together to align educational programming. This application will refer to the TLC program in terms of the whole grade sharing name SV. The TLC program will be a shared initiative with teachers from each district serving as leaders.

Southeast Valley has set clear goals to prepare responsible individuals for the future through academic and social experiences. The vision and goals were developed by stakeholders representing parents, students, business, industry, teachers, school board and administration. Our intent with the implementation of the TLC system is to enhance our current learning system so that a clear and sustained focus on teacher leadership can better support student learning and achievement.

VISION: Southeast Valley (SV) is committed to the vision of preparing students to becoming effective contributors in an interdependent global community. The goals to support the vision are as follows:

1. Increase students' knowledge and skills
2. Increase the % of students who demonstrate civic responsibility & ethical behavior.
3. Increase the percent of student collaboration & engagement
4. Increase the percent of student who demonstrate digital literacy

The TLC program developed for Southeast Valley combines the best of the statewide TLC framework with our district's core beliefs. We will use the foundational principles and funding resources to enhance teacher leadership. Our teachers will have multiple opportunities for growth within the district. Teacher leaders will work with our staff to drive our professional development based on the Iowa Professional Development Model.

The initiatives supported by the teacher leaders are connected to our vision and goals. The Multi-Tiered Systems of Supports with Universal Design for Learning (UDL) on the Academic and Positive Behavioral Interventions and Supports (PBIS) as the framework of the systems. The professional development contributing to improvement in these areas are as follows:

- Professional Learning Teams (collaboratively design, implementation, and analysis)
- Instructional Practices Inventory (peer observation and data gathering)
- Student Engagement (integration of technology)
- Positive Behavioral Supports and Interventions

The opportunity to support these initiatives with teacher leadership program generated enthusiasm and a vision for realizing our goals. The heart of the program is collaboration of colleagues working towards a common goal. Teacher leaders will work through the PLC structures to insure clarity of direction and support for needs of each team. Teacher leaders and administrators will work collaboratively to enhance the implementation process. This application will provide general definitions of leadership positions of Coordinator, PLC Leaders, Model Teachers, and Mentor Teachers. Additional clarity and definition of the positions will be gained through conversations to frame specific job descriptions.

The TLC Leadership Team will collect and analyze the data and report back to stakeholders. The district will use short-term measurements to track immediate progress, as well as long-term measurements to determine the effectiveness of our TLC system.

Goal 1: Standardized assessments and locally developed formative assessments

Goal 2: Iowa Youth Survey; SWIS; office referrals

Goal 3: Instructional Practices Inventory (IPI); eWalk data (walk-throughs)

Goal 4: Clarity Data; ISTE Standards checklist

In addition, measurements will include parent, students and staff surveys; PLC records, walk through data, SIAC feedback, and district records of teacher hires and retentions.

The support of teacher leaders in our educational system offers hope for making a positive contribution to the statewide efforts. The Theory of Action states this accurately, *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.

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? **No**

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Southeast Valley (Prairie Valley and Southeast Webster Grand) planning for the Teacher Leadership and Compensation (TLC) Grant was guided by the belief that high quality teachers are essential to increase student achievement and overall success. One of the first steps in planning was a discussion with the District Leadership Team to develop consensus for the vision, mission and goals in the newly formed whole grade sharing agreement between Southeast Webster Grand and Prairie Valley Community School Districts, Southeast Valley (SV). The School Improvement Advisory Committee (SIAC) began the development of a shared vision in October of 2014. This group of parents, teachers, students, administrators and board members explored essential components of effective schools and discussed those that would be most applicable to Southeast Valley (SV) schools. Sub-committees agreed to further study best practices related to academic and socio-emotional in successful schools. SV teachers advanced development of the shared vision through a full day of brainstorming, prioritizing, and consensus building in November. The final step of the visioning process was concluded with a SIAC meeting in March. Since that time, both school boards have adopted recommendations from these stakeholders. The TLC plan includes the vision and goals developed by the stakeholders.

The next step in the grant writing process was to educate ourselves about Teacher Leadership. Elementary, middle school and high school teachers and administrators visited other school districts in Iowa to research TLC programs. In addition, teachers explored teacher leadership through electronic research and printed materials.

Members of the District Leadership team volunteer to become a writing team for the grant. This group attended a workshop sponsored by Prairie Lakes AEA on the design and writing process for the TLC application. This training prompted the writing team to begin the process of organizing and drafting a narrative. A schedule for the process was determined by the group.

In order to determine initial interest and commitment to the plan, the TLC writing committee developed a teacher survey. Results of that survey provided direction to formulate strategies for the TLC program.

Teachers and administrators committed time in June to draft each part of the application. The process was guided by resources and instruction from the AEA consultant, Jaymie Randall.

Teachers from the TLC Committee, other interested teachers, and administrators attended leadership training during the summer of 2015. The trainings, Professional Learning Communities (PLC) and Differentiated Instruction (DI), contributed to the depth and breadth of knowledge needed for a collaborative culture of learning. In addition, increased knowledge of effective instructional strategies was gained through these experiences.

The school boards from each district were given opportunities to learn about the proposal following the first draft of the application. TLC committee members also attended school board meetings to keep them informed on the progress and ask questions about logistics. Board members from both districts provided supportive feedback and commitment to the program. One board member said, "This sounds like a great opportunity to build a culture of collaboration for ongoing learning."

A final meeting with the SIAC was held in September to provide members with information about the TLC program. Members shared plans and asked for suggestions. One of the SIAC members said, "We are aware of the extensive expertise that exists among our teaching staff and are excited to give staff more opportunities for differentiated leadership roles".

The final step was to revise each part of the draft to reflect suggestions from teachers, parents, board, and administrators. Revisions were completed and emailed to all teachers in the district prior to submission in order to answer questions and provide feedback.

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.

Southeast Valley (SV) is committed to our vision of preparing students to become effective contributors in an interdependent global community. Teachers will develop their individual capacities to:

- Increase student achievement through improved instructional practices
- Collaborate with colleagues about professional practices

The TLC system will help us become a “destination district” by:

- Attracting new teachers and ensuring they are effective
- Retaining effective teachers
- Rewarding professional growth and effective teaching

Five goals to drive the SV TLC system:

SV Goal 1: Increase student achievement through improved instructional practices (State Goal 5)

Both districts that make up SV have underutilized data to improve instructional practices. Through the TLC plan we will use multiple data points to plan and deliver professional development that matches instructional practices with the needs of our students.

District Goals:

- Professional Learning Communities (PLC) will be implemented for teachers to collaboratively analyze student data, identify needs, and make instructional decisions to meet the needs of all students
- Teachers will conduct Instructional Practices Inventory (IPI) observations to collect data for teachers to review in order to refine instructional practices that increase the amount of time students are engaged in higher levels of thinking

Evaluation of Goals:

- Data from multiple sources such as IPI, MTSS, SWIS, Clarity, and standardized assessments will be analyzed to monitor the progress being made with improving instructional practices and increasing student achievement (We want to answer this question: Is what we are doing making a difference for students?)

SV Goal 2: Promote collaboration among teachers (State Goal 3)

Implement PLCs and related supports for empowering teachers to learn/innovate together as they work to achieve individual and collective goals. The district has already invested in this goal by sending 10 staff members to PLC training during the summer of 2015.

District Goals:

- By August 2015, PLCs will engage 100% of the faculty in collaborative learning opportunities
- PLC teams will meet regularly to create common formative assessments, collect and analyze student data, and use the data to make instructional decisions

Evaluation of Goals:

- PLC meeting minutes show that teachers collaborated regarding the four essential questions: What do we expect our students to learn?, How will we know they are learning?, How will we respond when they don't learn?, How will we respond if they already know it?

SV Goal 3: Attract new teachers and ensure they are effective (State Goals 1 & 2)

TLC funds will be used to raise the minimum salary of beginning teachers to \$33,500 as a way to become a “destination district” in a rural environment. Development of beginning teachers will be nurtured through a system of supports. This system will ensure that they have multiple opportunities to receive professional development based on needs. We will expand our current mentoring and induction program to include educators new to the district.

District Goals:

- Raise base salary for new teachers to \$33,500
- 100% of beginning teachers receive a Standard License
- Create a district marketing plan for attracting new teachers

Evaluation of Goals:

- HR records
- Annual survey of the mentoring and induction program
- Increased number of teachers applying for open positions

SV Goal 4: Retain effective teachers by providing enhanced career opportunities (State Goal 2)

Both districts that make up SV have had high teacher retention rates. Teachers and their families are fully invested in our communities. TLC funds will be used to raise the salary of all current SV teachers to \$33,500. This increase plus enhanced opportunities to take on new leadership roles and receive appropriate compensation will help us retain effective teachers.

District Goals:

- By spring 2016, we will have TLC leadership positions filled with qualified individuals who are invested in the implementation of the TLC plan
- By fall 2016, we will implement the new in-house mentoring and induction program

Evaluation of Goals:

- HR records
- Annual survey of the mentoring and induction program

SV Goal 5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation (State Goal 4)

Our plan recognizes that leadership takes many forms in a successful and collaborative community. We recognize that there is a great wealth of teacher leadership already in our schools. We would like to tap into that leadership by creating multiple pathways for teachers to pursue.

District Goals:

- By spring 2016, we will have TLC leadership positions, representing 25% of our faculty, filled with qualified individuals who are invested in the implementation of the TLC plan

Evaluation of Goals:

- HR records
- Survey of all staff regarding the effectiveness of teacher leaders

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)

Part III – Initiatives

Southeast Valley, as two districts in a whole-grade sharing agreement, have had shared school improvement initiatives. Our four buildings are spread over a large geographical area. As such, the role of our Leadership Coordinators is key to the successful implementation of each of the initiatives below. It will be their responsibility to effectively communicate with all of the other teacher leaders and administrators to ensure fidelity in the implementation of the initiatives.

Both districts that make up Southeast Valley have underutilized data to improve instructional practices. Through the TLC framework we will use multiple data points to plan and deliver professional development that matches instructional practices with the needs of our students. Although each of the four teacher leadership roles have specific responsibilities, they will collaborate to achieve the district goals through the implementation of the initiatives below.

School Improvement Initiative	How teacher leader roles will connect, support, and strengthen initiatives
<p>Alignment with Iowa Core through Multi-Tiered System of Support (MTSS)</p> <ul style="list-style-type: none">•Differentiated Instruction•Integration of Technology•PBIS	<p>Principles of MTSS are central to our district efforts as we work to meet district goals in the areas of academics and climate/culture. Each building is currently working at different tiers of MTSS implementation. Differentiated instruction, Positive Behavioral Instructional Supports (PBIS), and integration of technology initiatives to support universal instruction, Tier I.</p> <p>Leadership Coordinators will collaborate with teacher leaders in all buildings to increase consistency of implementation.</p> <p>The Leadership Coordinators will support PLC Leaders with analyzing data, identifying student needs and making instructional decisions. The Leadership Coordinators will work with Model Teachers to research and implement best practices.</p> <p>Model Teachers will provide guidance and support in unit design, assessment planning, and effective instructional practices aligned to the expectations of the Iowa Core. Model Teachers will also demonstrate effective instructional strategies.</p> <p>Mentor Teachers will coordinate with Model Teachers and PLC Leaders to ensure beginning educators implement the Core with fidelity.</p>

Instructional Practices Inventory (IPI)

IPI is designed to gather data on student engagement. It is a teacher-led, collaborative process that quantifies how often students are engaging in higher order thinking throughout the school day. This process started with a group participating in Instructional Rounds led by Jeff Herzberg of Prairie Lakes AEA. During IPI data collection, all classrooms are visited and student engagement is categorized along a continuum. IPI trend data shows that we need to increase the percentage of time students are engaged in higher order thinking. IPI training for the entire staff took place in the fall of 2015.

Teacher leaders will provide professional development and serve as models for how to effectively use and balance various instructional practices and incorporate higher-order, deeper thinking. The Leadership Coordinators will be responsible for aggregating the observation data and collaborating with the Leadership Coordinators, Model Teachers, and PLC Leaders to drive professional development.

Professional Learning Communities (PLC)

PLC Leaders will facilitate ongoing professional conversations that occur through our regularly scheduled, collaborative meetings. Regular planning and coordination will occur between the PLC Leaders, Model Teachers, and the building administrators. These collaborative sessions will empower staff as we learn from each other, support each other, and challenge each other. The Leadership Coordinators will provide data analysis to PLC Leaders for use in strengthening instruction and developing student interventions.

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)

We do not feel that our current mentoring and induction program is fully meeting the needs of our beginning educators. We have based this conclusion on feedback from experienced Mentor Teachers who feel that the program requires beginning educators to do “busy work” as opposed to helping them achieve excellence in their teaching practices. As a TLC committee we are committed to making something that is good into something that is great.

Data from a survey of graduates of the current mentoring and induction program shows that the vast majority appreciate having a Mentor Teacher with whom they can establish a relationship. One beginning educator said, “Meeting regularly with my Mentor Teacher has helped me the most. My Mentor Teacher has been helpful in guiding me through tough decisions or experiences that I am not used to; especially with parent communication regarding students.” Other comments in the survey lead to the conclusion that the relationship between the Mentor Teacher and beginning educator is more important than a program of paperwork. Another beginning educator said, “It was nice to have someone to just talk to about how things are going when it comes to teaching. We had an open environment where I felt I could ask or say anything about what was bothering me or going well. I received honest feedback from my Mentor Teacher and that was helpful.”

Based on this feedback, we will design a district mentoring and induction program that contains the following elements. These improvements will make the program more meaningful and practical for the beginning educators and for teachers new to the district:

- There will be at least one trained Mentor Teacher in each of the four buildings in our district to support beginning educators and teachers new to the district
- Beginning educators and teachers new to the district will attend a one-day orientation before school starts facilitated by Mentor Teachers. They will receive a \$200 stipend for the day
- Beginning educators will observe Mentor Teachers at least once per trimester to see practical demonstrations of effective classroom strategies.
- Mentor Teachers will observe beginning educators at least once per trimester in order to provide feedback regarding the beginning educator’s classroom practices. Mentor Teachers will also use the observation to provide support as needed. TLC funds will be utilized for substitute teachers so Mentor Teachers and beginning educators can observe each other. These funds may also be used so that beginning educators can observe Model Teachers
- The Mentor Teachers and beginning educator will meet at least once every other week on a semi-formal basis, but will have the flexibility to meet as needed. This will improve collaboration between the Mentor Teachers and beginning educator
- Teachers new to the district will be paired with a Mentor Teacher to help them acclimate to Southeast Valley. This relationship will provide a teacher new to the district with someone they know they can go to with questions.

A new piece of our mentoring and induction program will be for Mentor Teachers to collaborate with teachers who are new to the district. Previously, this group has never been formally mentored as to the climate and culture of individual buildings. With the TLC plan, we hope to support experienced teachers as they become part of our community by guiding them with the knowledge and support needed to be successful at Southeast Valley.

TLC funds will be used to pay stipends to beginning educators and teachers new to the district for attending the one-day orientation before school starts. The funds will also be used to pay for substitute teachers so Mentor Teachers and beginning educators can observe each other. Mentor Teachers will receive a \$500 stipend per experienced teacher new to our district. Mentor Teachers will receive a \$1,000 stipend per beginning educator.

Mentor Teachers will be selected based on the criteria spelled out in Part VI.

We feel that our plan will improve entry into the profession because it will rely on practical application that will benefit beginning educators. This plan will focus on the development of a positive relationship between Mentor Teachers, beginning educators and teachers new to the district.

Narrative

Using Part 5 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

Part V – Leadership Roles

The Southeast Valley (SV) TLC plan was developed to provide differentiated roles for teachers to pursue. At least 25% of the staff will participate in the four teacher leadership positions described below. Together, all teacher leaders will collaboratively work to improve teaching and learning throughout the district. The District Leadership Team will include all of the teacher leaders and administrators.

The leadership positions are designed to provide a supportive learning environment for teachers. The heart of the leadership initiative is embedded in Professional Learning Communities. Each of the PLC's will have a person serving in a leadership. These leaders will work collaboratively with the building Leadership Coordinators.

The grant is written in anticipation of 3 full time Leadership Coordinators. However, in order to provide flexibility for each building, there will be an option for part time Leadership Coordinators. Determination of the FTE will be made after job descriptions have been developed and discussion has occurred between building principals and their teachers.

Leadership Role	Expectations	Compensation and Time
Leadership Coordinators (Pre-K-4, 5-8, and 9-12)	<ul style="list-style-type: none"> • Designs/Facilitates PD based on district goals and initiatives • Leads implementation of PD • Collaborates with PLC leaders to build understanding of content standards and plan instruction and assessment • Collects, organizes, and displays formative and summative data • Leads analysis and interpretation of data for instructional decision making • Guides discussion of student performance • Helps set goals for improving teaching and learning 	<ul style="list-style-type: none"> • Up to 100% leadership duties • \$7,000 stipend • 10 extended contract days
4 Model Teachers	<ul style="list-style-type: none"> • Demonstrates strategies and has collaborative conversations regarding strategies • Provides ideas for differentiating instruction and planning lessons • Structures opportunities for teachers to practice newly learned skills • Assists colleagues by sharing instructional and professional resources 	<ul style="list-style-type: none"> • \$4,000 stipend • 5 extended contract days • 100% classroom duties
4 Mentor Teachers	<ul style="list-style-type: none"> • Establishes a relationship with beginning educators • Inducts educators new to SV • Collaborates with other teacher leaders to facilitate school improvement initiatives • Observes mentee and provides feedback relating to ITS 	<ul style="list-style-type: none"> • 100% classroom duties • \$1,000 stipend per beginning teacher • \$500 stipend per experienced teacher • Extended contract days

20 PLC Leaders

- Facilitate PLCs to identify student and teacher learning needs and how to meet them
 - Creates a collaborative culture
 - Facilitates development of common assessments
 - Ensures teachers focus on practices that directly improve student learning
- 100% classroom duties
 - \$2,000 stipend
 - Extended contract days

The Leadership Coordinators, Model Teachers, PLC Leaders, Mentor Teachers, and administrators will form the District Leadership Team. They will review building-level student data, CSIP goals, and AYP results to determine areas of need and assist in development of a district-wide PD plan. The PD Leadership Team will collect and analyze student data. The Leadership Coordinators will instruct staff on how to use data to improve universal instruction – Tier I. Additional training will be provided in the use of formative assessment to drive Tier II and Tier III instruction. The Leadership Coordinators will work together to determine where the greatest needs are in relation to instruction. All teacher leaders will work together to develop and deliver PD based on the analysis of data.

The Leadership Coordinators will lead goal setting and instructional strategy selection. Strategies based on data to ensure that the goals support the implementation of the Iowa Core. PLC Leaders will lead conversations to engage their peers in analyzing and using student data to strengthen instructional practices. PLC coaches will facilitate the peer review process with their team members.

Model Teachers, in collaboration with the Leadership Coordinators, will review instructional resources to select the most effective, evidence-based materials and strategies for improving teaching and learning and increasing student achievement based on the Iowa Core.

The Teacher Leaders will design whole group PD to include theory, demonstration, practice, and collaboration. Model Teachers, PLC Leaders, Mentor Teachers, and/or those with the necessary expertise will deliver district and building PD. PLC Leaders will facilitate the study and implementation of strategies. Model Teachers will demonstrate strategies and follow up with the observing teacher(s) to collaborate about implementation.

Our PLC structure is an example of collaboration PK-12 and supports one of our district's fundamental goals. PLC Leaders will lead PLC work through collaborative design and facilitation of professional learning when implementing MTSS. PLC Leaders will collaborate with Leadership Coordinators and building administrators.

All teacher leaders will focus on assisting teachers with implementing the priorities of the district for improving teaching and learning through the PLC structure.

Implementation data will be collected through surveys, student data, and anecdotal evidence. The PD Leadership Team will use this data to create and implement purposefully based PD through the existing PLC structure.

Leadership Coordinators will collect and analyze PD implementation data to monitor progress through surveys and student achievement data. The results of the formative data analysis will be shared with staff and used to make adjustments with implementation.

The PD Leadership Team will use the following data to measure the effectiveness of the district PD plan:

- student achievement data
- implementation data
- walkthrough data

This information will be shared with the district's stakeholders.

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 VI – Teacher Leader Selection

In an initial survey taken of Southeast Valley staff, one respondent stated, “. . . the majority of staff and students would benefit by placing quality people in the various positions described . . .” It was also recommended that “. . . positions only be filled with people truly interested and well qualified.” The TLC committee has developed a selection process that we feel will recruit and select quality teachers for the leadership positions.

The selection process includes multiple measures for examining past effectiveness and professional growth. This is crucial in determining which teachers will be best suited by both temperament and skill to work with their colleagues. Leadership positions will be posted with job requirements – including at least three years of teaching experience and one year of experience in the district. Postings will include duties and responsibilities, extra contract days, salary supplements, and the requirement that an annual review of the assignment will be conducted. A selection committee will accept applications, screen candidates, conduct interviews, and make recommendations to the superintendents regarding the final selection of candidates.

Recruitment:

Meetings will be held in each building to share the teacher leadership opportunities. Teachers who have been in the SV district at least one year and also have at least three years of teaching experience will be notified of their eligibility. Teacher leadership positions will be posted and the TLC planning committee will encourage teachers to apply.

Selection Committee:

The Selection Committee will consist of teachers and administrators with membership changing based on the building employing the teacher leader and the applicant pool for the position. When positions are hired in a particular building, the principal and one teacher from that building will be included in the Selection Committee. The Selection Committee will accept and review applications for assignment, accept and review applications for reassignment, and make recommendations to the superintendent.

Application Process:

All teacher leadership candidates will participate in a rigorous application process commensurate with the responsibilities of the position that may include the following:

- A letter of application explaining why they want the position and why they believe this position is important to the district
- A resume screened for evidence of continued growth as a professional and prior leadership experiences
- Written responses to several prompts designed to help determine past effectiveness, professional growth, and dispositions for working with peers
- Two letters of recommendation that speak to effectiveness and professional growth (at least one letter must be from a peer)
- Take part in an interview with the designated Selection Committee

	Leadership Coordinator	Model Teacher	Mentor Teacher	PLC Leader
Letter of application	X	X	X	X
Resume that demonstrates professional growth	X			
Questions applicable to leadership roles	X	X	X	X
Two letters of reference (at least one letter must be from a peer)	X			

Interview X X X X

Selection Process:

The Selection Committee members will develop a checklist/rubric to screen application materials and select candidates to interview. The checklist/rubric will be based on the self-assessment tool created by the Center for Strengthening the Teaching Profession. Candidates will be assessed using a consensus building process. Committee members will assess candidates for evidence of their abilities to work with adult learners, collaborate, communicate, and effectively use pedagogy to teach content. Candidates should also have knowledge of their building, district, and communities. When a teacher leader is applying for reassignment or a new position, peer feedback regarding the effectiveness of the teacher leader will be used in the selection process.

Annual Review of Assignment:

For the Annual Review of Assignment, the Selection Committee will examine the following evidence:

1. Each teacher leader will demonstrate continuous self-improvement using a self-assessment tool developed by the Center for Strengthening the Teaching Profession throughout the year. As part of this self-reflection, they will develop and follow a professional growth plan based on their strengths and areas for growth (Measure of professional growth).
2. Feedback from peers (surveys/interviews) will be collected regarding their experiences with teacher leaders (Measure of effectiveness).

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.

The goals of professional development are to promote collaboration and improve student achievement through more effective instruction. All Southeast Valley (SV) teacher leaders, in collaboration with administrators and the Teacher Quality Committee, will be responsible for planning and implementing professional development.

IPDM Key Element

Teacher Leader Responsibilities

Establish PD Leadership Team

Leadership Coordinators, Model Teachers, PLC Leaders, Mentor Teachers and administrators will review building-level student data, CSIP goals and AYP results to determine areas of need and assist in development of a district-wide PD plan.

Collect and Analyze Data

The PD Leadership Team will collect and analyze student data. The Leadership Coordinators will instruct staff on how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive Tier II and Tier III instruction. The Leadership Coordinators will work to determine where the greatest needs are in relation to instruction. All teacher leaders will work together to develop and deliver PD based on the analysis of data.

Goal Setting & Student Learning

Leadership Coordinators will lead the goal setting and instructional strategy selection. Strategies will be selected based on data, to ensure that the goals support the implementation of the Iowa Core.

PLC Leaders will lead conversations to engage their peers in analyzing and using student data to strengthen instructional practices. PLC coaches will facilitate the peer review process with their team members.

Selecting Content

Model Teachers, in collaboration with the Leadership Coordinators, will review instructional resources to select the most effective, evidence-based materials and strategies for improving teaching and learning and increasing student achievement based on the Iowa Core.

Designing Process

The Teacher Leaders will design PD to include theory, demonstration, practice, feedback, coaching and collaboration.

Training and Learning Opportunities

Model Teachers, PLC Leaders, Mentor Teachers, and/or those with the necessary expertise will deliver district and building PD. PLC Leaders will facilitate the study and implementation of strategies.

Model Teachers will demonstrate strategies and follow up with the observing teacher(s) to collaborate about implementation.

Collaboration	Our PLC structure is an example of true collaboration PK-12, and supports one of our district's fundamental goals. PLC Leaders will lead PLC work through collaborative design and facilitation of professional learning when implementing MTSS. PLC Leaders will collaborate with Leadership Coordinators and building administrators about PLC processes.
Implementation	All teacher leaders will focus on assisting teachers with implementing the priorities of the district for improving teaching and learning through the PLC structure. Implementation data will be collected through surveys, student data, and anecdotal evidence. The PD Leadership Team will use this data to create and implement purposefully based PD through the existing PLC structure.
Formative Evaluation	Leadership Coordinators will collect and analyze PD implementation data to monitor progress through surveys and student achievement data. The results of the formative data analysis will be shared with staff and used to make adjustments with implementation.
Program Evaluation	The PD Leadership Team will use the following data to measure the effectiveness of the district PD plan: <ul style="list-style-type: none"> • student achievement data • implementation data • walkthrough data from building principals This information will be shared with the district SIAC, school boards, and through media.
Developing Individual Career Development Plans	Individual teachers will be supported by the Leadership Coordinators and PLC Leaders in writing, implementing and assessing progress on their Individual Career Development Plan.

This structure supports a purposeful system for professional development that aligns the individual professional development of teachers with building and district goals.

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.

The impact of this plan is imperative to the continuation of the program. Careful monitoring of Southeast Valley's teacher leadership system is key to its long-term success for teachers and students. Just as teachers use feedback to determine next steps for instruction, our system will use feedback to make both short- and long- term adjustments to the implementation of the program. By creating a system with a multifaceted feedback loop, we can use the information gathered to provide us with a comprehensive understanding of the current state of our teacher leadership program, weaknesses we need to mitigate, and strengths we can build on.

SV Goal 1: Increase student achievement through improved instructional practices (Aligned to State Goal 5)

District Goals:

- Professional Learning Communities (PLC) will be implemented for teachers to collaboratively analyze student data, identify needs, and make instructional decisions to meet the needs of all students
- Teachers will conduct Instructional Practices Inventory (IPI) observations to collect data for teachers to review in order to refine instructional practices that increase the amount of time students are engaged in higher levels of thinking

Short Term:

- Standardized testing data
- IPI data
- Clarity data

Long Term:

- Standardized testing trends
- AYP/SINA/DINA status
- IPI trends
- Clarity data trends

SV Goal 2: Promote collaboration among teachers by developing Professional Learning Communities (Aligned to State Goal 3)

District Goals:

- By August 2015, PLCs will engage 100% of the faculty in collaborative learning opportunities
- PLC teams will meet regularly to create common formative assessments, collect and analyze student data, and use the data to make instructional decisions

Short Term:

- PLC meeting logs
- PD survey results
- PLC evaluations

Long Term:

- Student achievement data
- Retention rate of teachers
- School climate data

SV Goal 3: Attract new teachers and ensure they are effective (Aligned to State Goals 1 & 2)

District Goals:

- Raise base salary for new teachers to \$33,500
- 100% of beginning teachers receive a Standard License
- Create a district marketing plan for attracting new teachers

Short Term:

- Annual survey of mentoring & induction program.
- Teacher evaluation & licensure process

Long Term:

- Increased number of teachers applying for open positions.
- HR records

SV Goal 4: Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2)

District Goals:

- By spring 2016, we will have TLC leadership positions filled with qualified individuals who are invested in the implementation of the TLC plan
- By fall 2016, we will implement the new in-house mentoring and induction program

Short Term:

- Annual survey of mentoring & induction program.

Long Term:

- District teacher retention rates

SV Goal 5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation (Aligned to State Goal 4)

District Goals:

- By spring 2016, we will have TLC leadership positions, representing 25% of our faculty, filled with qualified individuals who are invested in the implementation of the TLC plan

Short Term:

- Rubric for application process.
- Surveys regarding effectiveness of teacher leaders

Long Term:

- Sufficient applicants for teacher leaders positions and retention in leadership roles

Using these short- and long- term measures will help the district determine the impact and effectiveness of our TLC system.

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)

Part IX – Sustaining the Plan

At Southeast Valley (SV), we are equipping all teachers to lead. Our plan provides for teacher leaders to be thoroughly trained for their role and responsibilities. Our intent is for teacher leaders to become experts in their roles and model for other teachers how to serve as a teacher leader as means for other teachers to prepare for future leadership roles. The district has already invested in this goal by sending 10 staff members to PLC training during the summer of 2015.

The TLC plan is rooted in past successful initiatives:

- MTSS (PBIS/RTI):** Initial training for PBIS began for Prairie Valley in 2010 and Southeast Webster Grand began training in 2012. In the fall of 2014, at the start of whole grade sharing for the two districts, the work began to bring the two PBIS programs together. The PBIS programs were crucial in bringing the teachers and students to a common understanding of expectations. Both PBIS and RTI were identified at a district brainstorming session as initiatives that need to be continued.
- Summer Reading Program (ELA):** This pilot program involved 21 elementary students. With support from the Prairie Lakes AEA, these students were bussed to the school each week for reading instruction and support to prevent summer regression. Through teacher leadership, this program can be expanded in the future.
- Instructional Rounds:** A group of staff members participated in Instructional Rounds during the 2014-15 school, led by Jeff Herzberg from Prairie Lakes AEA. This laid the groundwork for future training in Instructional Practices Inventory (IPI) and created a climate of openness for our staff to have other teachers observe their classrooms and be receptive to teacher leaders.
- Technology Integration:** SV provides every student in grades 5-12 with a Chromebook. Bandwidth has been increased and hardware has been upgraded in most buildings, leading to more consistent access to the Internet.

The TLC plan will be successful over time through the involvement of various stakeholders and the conscientious monitoring of the TLC system: Both districts that encompass SV have a rich history of involving stakeholders in all aspects of the educational system. The TLC design process mirrored the same process used to bring our two districts together, both stressing input from various stakeholders. A foundation for using facilitated processes to authentically engage stakeholders was established through workshops facilitated by AEA personnel. In November of 2014, a meeting of K-12 staff members from both districts led to the creation of a “Start/Stop/Continue” document that helped to align student learning experiences to our guiding principles. These guiding principles were further developed by the SIAC through a facilitated process led by Julie Graber of Prairie Lakes AEA.

Teachers contributed in-depth to the development of the TLC plan through discussion with TLC team members and a survey designed to identify needs and the level of teacher interest in teacher leader roles. Teachers indicated interest in all the teacher leader positions that are being proposed. The most interest was in mentor teachers and model teachers.

The plan will be monitored and improved through ongoing evaluation by the District Leadership Team (DLT), which includes TLC Sub-Committee members. The DLT reports progress to the School Improvement Advisory Committee, which includes parents, community members, students, teachers and administrators.

The TLC plan addresses gaps in our system:

It provides needed support for:

- Instructional improvement that support the needs of teachers to better meet the needs of students
- Constant monitoring, utilizing short- and long- term measures to monitor implementation
- Frequent communication throughout the system
- Opportunities to develop teacher leaders

Key district personnel will be responsible for the success of the TLC plan:

Superintendents

- Communicate program and progress to stakeholders
- Facilitate DLT
- Review recommendations for teacher leadership selections
- Collaborate with DLT to monitor and adjust program as needed
- Monitor and supervise use of TLC funds

Building Administrators

- Support alignment of curriculum, instruction, and assessment
- Participate in selection, evaluation, and support of teacher leaders
- Facilitate instructional support at building level
- Monitor implementation of the plan at building level to ensure success
- Communicate the needs of teacher leaders

We recognize the challenges of implementing and sustaining a teacher leadership program. However, we are confident that the groundwork we have laid, the infrastructure we have in place, and the communication, feedback, and collaborative systems we have planned, will work together to ensure the success of our teacher leadership program.

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.	\$20,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$76,000.00
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).	\$70,000.00
Amount used to provide professional development related to the leadership pathways.	\$16,292.44
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	\$182,292.44

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	583.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$182,292.44
Total Allocation	\$182,292.44

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$182,292.44
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted

\$0.00

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)

Part X – Budget

Southeast Valley is in the process of working to improve student achievement. Combining Southeast Webster-Grand and Prairie Valley School Districts has brought new challenges, and we are working diligently to create a new culture and climate that all SV patrons can be proud of and will support. Due to SV consisting of many small, rural communities, we need a system that will allow us to recruit and retain high quality teachers. This is what has led us to apply for the TLC grant.

During the planning of this grant, many stakeholders (teachers, parents, administrators, board members, and community members) were involved. The feedback we received helped guide us in creating our plan that will support teachers in becoming empowered leaders, and will impact student achievement in a positive manner.

Goal: Increase student achievement through improved instructional practices.

Initiative: Alignment with Iowa Core through Multi-Tiered System of Support (MTSS)

- Differentiated Instruction
- Integration of Technology
- PBIS

Personalizing the educational experiences and opportunities for success for our culturally diverse and wide-ranging needs of our individual students, will be a goal of all PK-12 faculty and staff, as we continue to research, analyze, implement and embed the following PD initiatives: Multi-Tier System of Supports (MTSS) with differentiated instruction on the academic side of the triangle and PBIS on the behavioral side

Goal: Promote collaboration among teachers by developing Professional Learning Communities.

Initiative: Professional Learning Communities

Implementing Professional Learning Communities (PLC's) and emphasizing scheduled, sustained and consistent professional collaboration time for our educators, administration and AEA consultants to meet to discuss student learning.

Goal: Attract and retain new teachers and ensure they are effective instructional leaders.

Initiative: Mentor program

Goal: Retain effective teachers by providing enhanced career opportunities.

Initiative: Teacher Leadership Compensation

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

Initiative: Teacher Leadership Compensation

TLC Leadership Coordinators will be responsible for monitoring the implementation of the teacher leadership system, working with administrators to identify professional development, and helping to plan and lead professional development.

The budget has been prepared with anticipation of 3 full time positions. These positions will be advertised as part or full time positions in order to encourage interest in applicants. Final decisions on the FTE will be made by the selection committee in each building.

Model Teachers will open their classrooms for other teachers to observe implementation of instructional strategies and initiatives. All teacher leaders will play a role in the professional development of teachers

Mentor Teachers will provide support to teachers new to the profession, as well as teachers that are new to the district.

PLC Leaders will guide Professional Learning Community (PLC) teams in analyzing student data and selecting instructional strategies to improve student learning.

Minimum salary to \$33,500		\$20,000
Leadership Coordinators		
3 at up to \$7,000 plus benefits	10 days extended contract	\$30,000
Model Teachers	5 days extended contract	12,000
Mentor Teachers	2 extended contract days	\$8000
4 @ \$1000 per new teacher & \$500 per experienced teacher		
Mentee Teachers	2 extended contract days	\$6000
PLC Leaders \$2,000	Lead and report on PLC	\$20,000
5 per building	(before and after school)	
Professional Development		\$16,000
Substitute Pay		\$6,000
Replacement Teachers		\$64,000