



Application

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

137068 - River Valley CSD TLC Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/12/2015 2:18 PM

Primary Contact

AnA User Id	SSAUVAIN@IOWAID		
First Name*	Steve		Sauvain
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:			
Email:	ssauvain@rvwolverines.org		
Address:	423 10th Street		
	423 10th Street		
City*	Correctionville	Iowa	51016
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	319-541-2875		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Early Literacy Implementation		
Fax:	319-541-2875		
Agency			

Organization Information

Organization Name:	River Valley CSD
Organization Type:	K-12 Education
DUNS:	
Organization Website:	

Address: 916 Hackberry St.

Correctionville Iowa 51016
City State/Province Postal Code/Zip
Phone: 712-372-4656
Ext.
Fax:
Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Steve Sauvain
Title K-12 Principal
Organization River Valley CSD

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

Address 916 Hackberry St.

City/State/Zip* Correctionville Iowa 51016
City State Zip

Telephone Number 712-447-6318

E-Mail ssauvain@rvwolverines.org

Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Cindy Dittmer
Title Business Manager
Organization River Valley CSD

Address 916 Hackberry St.

City/State/Zip Correctionville Iowa 51016
City State Zip

Telephone Number 712-447-6318

E-Mail cdittmer@rvwolverines.org

County(ies) Participating, Involved, or Affected by this Proposal	Cherokee County, Ida County, Woodbury 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	2, 3, 9
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	3, 5, 17
<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.

Nothing in the plan will have an effect any different than any other group in our district.

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.

Steven W Sauvain

Title of Person Submitting Certification

K-12 Principal

Recipient Information

District	River Valley Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	52-3141
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Ken Slater
Telephone Number	712-372-4656
E-mail Address	kslater@rvwolverines.org
Street Address	916 Hackberry St.
City	Correctionville
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51016

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Steve Sauvain
Telephone Number	712-372-4656
E-mail Address	ssauvain@rvwolverines.org
Street Address	916 Hackberry St.
City	Correctionville
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51016

Demographic Profile

October 2014 Certified Enrollment	414
October 2014 Free/ Reduced Lunch %	51
AEA Number	12

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)

Our district system is driven by a clear district mission to prepare responsible individuals for the future through academic and social experiences. We operationalize this mission by focusing on ten student learning goals:

1. Core of Content Knowledge - language arts
2. Core of Content Knowledge - mathematics
3. Core of Content Knowledge - science
4. Core of Content Knowledge - social studies
5. Core of Content Knowledge - technology
6. Communication Skills
7. Collaborative Worker
8. Personal Growth & Well-Being
9. Thinking, Reasoning, & Problem Solving
10. Citizenship & Social Responsibility

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.

Our vision is to make sure that we have the best system of support for learning in the state. We believe that there are many stakeholders in this system - students, teachers, administrators, board members, community members, external partners, and more and more. We know the critical importance of our teachers as the facilitators of learning in the district, and we want to continue to have their leadership supporting our students. Our three main teacher leadership roles - mentor teachers, instructional coach, AIW team leader members, math strategist, and CIM coach - highlight the caliber of our efforts to address all levels of our system.

Our TLC committee was determined to have a TLC system that was designed by our system's stakeholders.

Throughout the process, we have worked with teachers, administrators, parents, community members and board members to define and design a TLC system that enhances our current work. Each group has provided valuable information that has improved our TLC system vision, as well as our overall district system. We are already better simply by having engaged in this application process. Within this process, our committee has worked diligently to develop high-quality instructional qualifications for our teacher leaders:

- A deep understanding of the Iowa Core Curriculum Standards
- A deep understanding of evidence-based instructional strategies
- Experience in a previous teacher leadership positions
- Participation and implementation of professional development
- Recognized skills in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

Our vision for the TLC system 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. Our teacher leaders will work with our staff to drive our professional development based on the Iowa Professional Development Model. Our teacher leaders will focus and plan professional development that provides our staff with high-quality learning on evidence-based instructional practices.

Our district will review numerous data to determine the effectiveness of our TLC Plan. Measurements will include surveys, feedback from faculty on the process, principal observations, student achievement measures, agendas from collaboration time, walk through data, SIAC feedback, and district records of teacher hires and retentions. 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. Adjusting the TLC Plan will be a collaborative effort involving all stakeholders.

Mentor teachers will continue to support teachers new to the profession and new to our district. In both of those options, there is an opportunity to share our values, our vision, our history, and our future. They also have the responsibility to make sure we understand the new members of our staff. Mentor teachers must support and advocate for us to listen to new staff, try new ideas, and struggle with their colleagues in new ways.

An instructional coach will allow for ongoing, focused improvement in instructional practices for their colleagues.

They are the one who must know everyone in the staff and work to develop learning and growth experiences that will

enrich all teachers in the district. They will work to support staff through small groups.

Finally, our stakeholders are excited for our new AIW Lead Team Members. We intentionally chose this name for our AIW coaches because we wanted to emphasize a 'system of learning' in our organization. We do not want to focus solely on curriculum, instructions or assessment. We want what those components represent together – learning, or value beyond school. Our AIW Lead Team Members will have a systems approach to learning and improvement. While they will work individually to grow their colleagues, they will also consider the impact AIW has to the system. We believe that a clear focus on human capital and social capital will allow for a tight system of support that will build the capacity necessary to address any challenges our district may face.

Each role in the TLC system has responsibilities that support new teachers. This multi-layered approach allows for collaboration opportunities for new teachers to grow as leaders in our system, each role can provide feedback and resources to help our new teachers understand the district's vision and goals for learning.

Our district is very much relationship-driven. We know each other, trust each other, and challenge each other. It is through knowing one another that we grow one another. We are lucky to have the familiarity of each other to seek - and to find – ways to improve our colleagues. Teachers take their role of collegial support very seriously. They see intrinsically the value of collaboration and common purpose. And in this application, we now have clearly defined leadership roles that support the best for each of our teachers.

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).

River Valley Community School District (RVCSD) spent a total of 140 cumulative hours planning for and developing a Teacher Leadership and Compensation (TLC) program. The plan developed capitalizes on the strengths of the district, and moves us towards meeting targeted staff development and student achievement goals. It also has 100% support from community members participating in the School Improvement Advisory Committee (SIAC), teachers and the administration. The process for developing the TLC plan included:

- Three meetings held during the 2013/14 school year, attended by six teachers and three administrators, 2 paraprofessionals, and 2 parents resulting in the decision to form a steering committee and explore a TLC program.
- A review of research and best practices:
- Newmann, F.M. & Associates (1996). *Authentic Achievement: Restructuring Schools for Intellectual Quality*. San Francisco: Jossey-Bass.
- Ruby Payne: *A Framework for Understanding Poverty*
- Jim Knight: *Instructional coaching*
- Attendance at trainings and workshops: Teacher Leadership Symposium, ISEA, Governor's Meeting, NWAEE AIW leadership, Teacher Leadership Workshop.
- Outreach to other school districts to learn about their TLC plans: Sioux City, MVAO/Charter Oak Ute, Woodbury Central

RVCSD received a planning grant, which was used to:

- Send a team of teachers to the teacher leadership trainings and workshops mentioned above, including travel and registration costs.
- Pay for substitutes when teachers attended teacher leadership training and planning meetings.
- Compensate steering committee members for their time and effort devoted to the development of the TLC plan. This compensation allowed a larger, more diverse group to participate in the planning process.
- Feedback was sought utilizing small group conversations, large group meetings, electronic surveys, and an open review process. Continuously solicited, this feedback ensured the plan developed reflects the goals and vision of the district. Additional members were added to the steering committee in order to effectively represent stakeholders. The steering committee was ultimately composed of:
- Three elementary, three JH/HS teachers, one secretary, 2 paraprofessionals/parents, and 3 administrators representing both buildings in the district and the River Valley Education Association.

The steering committee met four times over the course of three months to develop the TLC plan, advised by continuous feedback from stakeholder groups. A subgroup of steering committee members, made up of one teacher, one parent, and an administrator, participated in NWAEE's TLC workshop series and led the writing efforts.

Parents

Parents participated as active members of the steering committee. Other parents and students, participating in SIAC meetings, reviewed and provided input on the plan twice during its development. SIAC members include fifteen parents.

The public was made aware of efforts to pursue the TLC grant through an article published in our school newsletter. Overall, parents showed overwhelming support for a TLC program at RVCSD. One parent said, "This is a no-brainer. What a wonderful way to support teachers and students!" When presented with the final plan, 100% of SIAC members expressed their support via consensus at a meeting.

Teachers

All teachers in the RVCSD were engaged in the development of the TLC plan. Teachers played an integral part in the plan's development through their involvement and leadership on the steering committee. A subgroup of the steering committee, including six teachers, led grant writing efforts. The entire teaching staff, including those not otherwise participating on the steering committee:

- Took part in discussions at three staff meetings throughout the plan's development.
- Provided input via those three staff meetings: Were invited to review the full grant and provide feedback before submission.
- Question #1: Asked teachers if they would be in support of a TLC program at RVCSD.
- Question #2: Asked teachers to review the current mentoring and induction program.
- Question #3: Asked teachers if they would consider applying for a leadership position.

•Were invited to review the full grant and provide feedback before submission.

During the development of the plan, teachers expressed some concerns. These concerns were discussed as needed. Some adjustments to the plan were made to address input and concerns, such as minimizing out of classroom time for teachers who hold both leadership roles and teach in classrooms. All teachers were surveyed and:

•100% supported the development of a TLC plan in RVCSD.

•50% expressed interest in applying for one or more of the leadership positions.

Administration

All three members of the administration fully support the plan and actively participated as steering committee members. Additionally, the school board was made aware of efforts to develop a TLC program and voted unanimously to support the plan on 09/21/2015. One administrator said, "This is really teacher-driven. We have great leadership from our staff already." The proposed TLC plan supports a commitment previously made by the school board to commit resources in a manner that reflects a collaborative culture as a priority.

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.

Our Mission Statement says we prepare and encourage all students to become lifelong learners in partnership with students, family, community and global society. We create the foundation for student growth by fostering a positive culture and by providing all students with engaging and relevant learning experiences. To ensure high quality instruction, we must give teachers opportunities to reflect on and improve their professional practice. The vision of our TLC program is to continuously develop the skills of all staff through multiple training and coaching opportunities, while allowing teachers to stretch their potential as leaders.

To realize our vision, we have created 4 goals for the River Valley TLC Program.

- Goal 1 is to create a positive atmosphere where social capital drives collaboration. Our TLC program will foster a culture of trusting relationships that encourage collaboration around teaching practices to meet the needs of our students. The availability of an Instructional Coach, 4 Mentors, a CIM Coach, 2 math strategist, 8 AIW Lead Instructors, and an Instructional Coach will provide time for teachers to observe one another, reflect on, and discuss their current practice. Our TLC selection process will find candidates who work well with others, maintain a positive attitude, are able to inspire others, and have the knowledge and skills to successfully coach their peers.
- Goal 2 is to encourage collaboration among teachers. Our math strategist will work to develop cross curricular work in math, as well as analyzing data to share with our math teachers. Our Mentor teachers will meet, according to NWAEA instructions, with our young teachers. Our CIM coach will allow our CIM program to be based within our district which will allow more time for CIM instruction strategies in our building, instead of being gone to NWAEA in-services. Our AIW lead instructors will work to remain faithful to AIW. Meeting will take place to fulfill the requirements by NWAEA. Our lead coaches will continue to facilitate meetings to take our instructional task, student work, and instruction to a higher level. Our Instructional Coach will work to create a safe environment for candid conversations. They will also present and model teaching strategies that are responsive to student needs. Our teacher leader program will encourage all teachers to apply for leadership opportunities at least once during their time in the district.
- Goal 3 is to recruit and retain quality teachers. By increasing the base pay and providing multiple instructional supports we will recruit and retain quality educators. Higher pay is one of the reasons teachers have left River Valley. Better compensation, paid teacher leadership opportunities, and teacher empowerment will help us retain educators who may otherwise have been lost to larger neighboring districts. We believe the financial incentives will encourage many teachers to apply for teacher leadership roles. Not only do we offer full-time teacher leadership positions, those who are not ready to leave classroom will have opportunities to stay in the classroom and still work as a teacher leader.
- Goal 4 is to promote teacher empowerment. River Valley's teacher leadership program will foster a shared leadership approach for planning and facilitating district PD and curriculum design. To sustain this sense of empowerment, all teacher leaders will benefit from yearly PD and coaching from administrators.

Local Context—River Valley's CSIP has 3 goals: (1) Improve student achievement in reading, math, & science; (2) implement AIW; and (3) provide quality instruction through the hiring of an assistant principal/technology coordinator. Implementation of these goals is now the sole responsibility of administrators. Currently, 8 teachers are in leadership roles, and these were added 2 years ago. Thanks to the TLC funding, we will include at least 25% of our staff (44% total) in teacher leadership roles that can help us attain our CSIP goals. The 16 new teacher leadership positions offer opportunities in 6 different roles that range from extra duty only to a full-time position with no teaching assignment. Instructional Coach (1 full-time positions) will provide all teachers and AIW teams with direct and timely feedback, reflection, assistance with continuous improvement, and ongoing PD. The other 5 roles (15 extra duty positions) will provide leadership for math, new teachers, technology integration, and the alignment of curriculum, instruction, assessment, AIW, and CIM. Together, the 16 teachers working in the 6 different teacher leadership roles will work collaboratively with district administrators to achieve all 3 CSIP goals.

State Context—Our plan clearly aligns with the State of Iowa's 5 TLC program goals.

- With TLC funding, all teachers will be paid at least \$33,500.

Discussions with current teachers indicate that they will be more likely to stay in the district because of the opportunities to hold 1 or more of the 16 teacher leadership positions. They will be more likely to stay because of the additional pay, the chance to work as a leader, and the opportunity to improve their practice through comprehensive PD and individual and group support.

All aspects of our teacher leadership program will foster collaboration among teachers, especially through the use of AIW and during all PD. Helping teachers grow professionally is an important part of Goal 4.

The ultimate purpose of all teacher leadership program activities is to increase student learning. We believe that supporting all River Valley teachers to work collaboratively to analyze student data and implement effective instructional strategies that are responsive to students needs will have an enormous positive impact on achievement levels in our district.

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)

- MTSS - Our TLC leadership structure can help to implement strategies to improve our Multi-Tiered System of Supports. It can help teachers to use assessment information to plan instruction during MTSS or any other instruction either through Core instruction, or during the supplemental and intensive support phases.**
- Early Literacy Initiative - TLC can support our teachers giving them fresh ideas and suggestions to improve instructions once we have the FAST assessment data. Our ability to have a CIM coach on staff will allow for more time with students. The CIM coach will also allow our direction to be oriented toward River Valley students. This should allow ELI to be more meaningful and directly related to our staff and students.**
- Iowa Core - Our lead teachers will be able to coach individual instructional strategies to implement the Core; specifically focusing on the instructional shifts that need to occur within our classrooms. After reviewing district wide data the instructional coach can meet with faculty members and discuss what changes can be initiated in co-teaching, co-planning and instruction to improve learning.**
- AIW - We are immersing ourselves in the AIW movement. Research shows from 1990-2014 that teaching language arts, math, science and social studies in elementary, middle, and high schools nationwide which reflected the standards, criteria, and scoring rules in the AIW framework enhanced students' authentic intellectual performance. The results of the research have led schools and most recently, the state of Iowa to design professional development to help teachers use the AIW framework; that is, explicitly to collaboratively plan and evaluate their teaching and student work according to these standards, criteria, and scoring rules.**
- STEM - Help implement STEM in context of innovation and creativity and incorporate digital technologies as well as support and enhance our core instruction.**

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)

Our current mentoring and induction program framework works independently throughout the school year. The new teachers in the district meet for one full day prior to the school year to discuss district initiatives, complete necessary paperwork, and get their classroom ready. New teachers are also required to work with NWAEA to meet monthly as part of their Mentoring and Induction Program. Based on feedback from current mentors and mentees, the district recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. Our district currently uses mentors who have been in the district for a number of years and have vast experience in implementing district initiatives. New teachers to the district but not to the profession go through induction as a way to connect initiatives and align their work with the current work of the district. All teachers must connect their work with the Iowa Teaching Standards and Criteria.

Areas of improvement needed: Based on surveys from current mentors and mentees, we are aware that new teachers to our district need more time to meet with mentors, develop a deeper understanding of fundamental evidence-based practices, and continued implementation of Authentic Intellectual Work and CIM initiatives. How the TLC System will address the areas of improvement: We understand that providing a strong mentoring and induction program for new teachers at River Valley Community Schools will not only improve individual teacher development, but will also help to enhance our district. The different roles, as laid out in our TLC system, will all have defined responsibilities in our mentoring and induction plan as shown below.

- Mentor Teachers will recognize social and emotional needs of new teachers and provide support for these needs.
- Support new teachers as they learn and implement building and district goals, initiatives, policies, and procedures.
- Observing and giving feedback in mentee's classroom.
- Meet regularly and as needed to with new teachers.
- Meet regularly with our instructional coach to build capacity to support new teacher learning.
- Mentor teachers will support teachers to develop knowledge of data-driven decision making.
- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.
- Instructional coach will provide and support evidence-based instructional practices in classrooms.
- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.

Our TLC system will address the need for each building to have mentor teachers trained in coaching and targeted needs of new teachers. This training will take place during additional contract days and will be led by the Instructional Coach and Administration. Mentor teachers will also observe new teachers with a strong connection to the Iowa Teaching Standards and Criteria. These observations will have a clear focus on providing effective feedback for new teachers. Through these roles and steps to improve, we would like to see our Mentoring and Induction Program promote the personal and professional well-being of classroom teachers, build a supportive environment within the school district, provide leadership opportunities, support continuous improvement, promote excellence in teaching, and enhance student achievement. This TLC system provides layered support for new teachers. Currently, new teachers have one mentor to lean on for support, while our TLC system allows for a network of teachers. Mentor teachers will be the primary support, but new teachers will also have an Instructional Coach to guide their data-based decision making and evidenced-based strategies. By providing these layers of support, new teachers will have access to more people and resources intended to build and improve their teaching and learning.

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.

Differentiated TL Roles—Our program consists of 6 clearly differentiated Teacher Leader (TL) roles. The following table lists each role along with the number of positions, whether the position is full time or extra duty, and the stipend for each TL. Up to 16 teachers could hold a TL position at any time. We will ensure that at least 25% of our teachers are in TL roles at all times. All TL roles will receive compensation.

- 1 Instructional Coach, Full time \$58,298, 8 extra contract days
- 1 CIM Coach, extra duty, \$16,000, use of TQ money for educational training, 6 extra contract days
- 1 Elementary Math Strategist, extra duty, \$5,000 stipend, 4 extra contract days
- 1 JH/HS Math Strategist, extra duty, \$5,000 stipend, 4 extra contract days
- 8 AIW Lead Coaches, extra duty, \$2000 stipend, 4 extra contract days
- 4 Mentor Teachers, extra duty, \$1500 stipend, 2 extra contract days

Total TL Positions 16

Our 1 full-time Instructional Coach will work together to support all K-12 teachers. We currently enroll 613 students in 2 buildings, Washta Elementary and Correctionville Middle-Senior High. The 1 Instructional Coach will work in both buildings. This coach will provide support for classroom management, reflective and formative assessments, and technology integration. Coach will observe all staff 1 time every month, alternating between buildings. Coach will provide constructive feedback through a debriefing session following the observation. The coach will observe all new teachers every week. Through the coaching support, teachers will have access to model lessons, planning assistance, co-teaching, and one-on-one collaboration. Coach will have an additional 8 days incorporated into their contract to support their own professional development and planning during the summer.

Our TL program will provide 4 Mentors (2 elementary/2 MS/HS) who are responsible for mentoring the growth and development of all 1 and 2 year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. Each mentor will partner with the new teachers in ways that help all new teachers develop a “growth” mindset. In addition to mentoring, coaches will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.

TLC funds will support 2 Math strategist (1 at the elementary and 1 at the MS/HS) who will be responsible for digging into our data on Iowa Assessments, and Universal Screenings. They will then be responsible for looking at the direction of our math program and what necessary changes need to be made to our math teaching cycle. These math strategist will also be responsible for looking for new universal screens and probes to better establish our shortcomings and strengths in math. These math strategist will also be looking for new math recovery programs to better assist our struggling math students.

TLC funds will support the training and implementation of our own CIM Coach (Comprehensive Intervention Model). Right now the River Valley District relies on an outside CIM Coach through NWAEA. This requires our CIM staff to leave the building numerous times for training and workshops. Having an in-house CIM Coach will allow us to have our CIM Coach to lead CIM training and paperwork. This will also allow our CIM teachers to spend more time with their students, which is the ultimate goal.

TLC funds will also allow for funding for our 8 AIW lead coaches. We currently have 4 lead team members at the MS/HS building and 4 lead team members at the elementary. We will require these lead team members to meet 4 additional times during the school year to continue their growth with AIW concepts, including scoring instruction, student work, etc. These lead team members will also take part in all AIW workshops offered through the NWAEA. This will better allow us to recruit and keep our AIW lead team members.

How roles fit with instructional improvement strategy—Our primary instructional improvement strategy centers on rigor, relevance, relationships and how they are intertwined with formative and summative assessment. As Stiggins (2005) stated, education must begin with a solid relationship between students and staff, then we progress to making our content area more rigorous, after the rigor we make instruction relevant to the student. Once we establish the relationship between student and teacher we need to have students take responsibility for their learning. Staff at River Valley will be using their ATLAS Maps to make sure all learning is aligned through learning targets. Our instructional coach, mentor teachers, and AIW groups will allow for the discussion of meaningful formative and summative

assessment practices. These strategies will allow for a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning so every student can move through the academic spectrum to independent choice and personalized learning. Our Mentors will provide additional support for our first and second year teachers as they work to master the GRR model. The mentors will observe their mentee once a month, and will follow up with a debriefing session. Model teachers will provide learning enriched environments where teaching staff can observe the high-quality implementation of AIW. These teachers will be open to video-taping their classroom, and will give permission for the videos to be used at the discretion of the Instructional Coach for training purposes.

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.

Selection of Teacher Leaders

Our selection process begins with teacher applications for a TLC teacher leadership position.

The application will ask for the following information:

- Advanced degrees
- A deep understanding of the Iowa/Common Core Curriculum Standards
- A deep understanding of evidence based instructional strategies
- Experience in a previous teacher leadership positions: Mentor teachers, AIW leaders, Committee heads, Building Leadership Team member, and District Leadership Team member.
- Participation and implementation from Professional Development
- Recognized as skilled in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

A site-based review council of teachers and administrators from each of the district's attendance centers will accept and review applications/interview for each of the three teacher leadership roles. The recommendations of which applications should be approved for the teacher leadership positions will be reviewed by the principals and superintendent. The superintendent will take the recommendations to the Board of Education for approval.

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

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measure as 1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

Advanced Degrees:

Emphasis will be placed on advanced degrees that focused on effective instructional methods and strategies.

Advanced degrees in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration.

Deep Understanding of the Iowa Core Curriculum Standards:

Applicants will provide artifacts or examples to the council showing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in previous teacher leadership positions:

Those who have served as a mentor teachers, Authentic Intellectual Work (AIW) leaders, committee heads, building leadership team members will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

Participation and implementation of Professional Development:

A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep understanding of evidence based instructional strategies:

Applicant is recognized as skilled in evidence based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards:

Artifacts of instructional strategies and teaching practices that demonstrates not just meeting all the Iowa Teaching Standards but moving towards mastery in many of the eight standards. Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

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 Role the Teacher Leaders Will Play In The Creation And Delivery Of Professional Development

The TLC plan will include conducting a needs assessment so teachers will have input into what they need to accomplish district initiatives. The administration and teacher leaders will create a needs assessment and analyze the results to drive what professional development is desired and needed based on the data. The main focus of professional development for the teaching staff will continue to be the successful implementation of high quality evidence based instruction and how to continue to provide personalized learning. Using the professional development topics identified by the faculty and the TLC Leadership team a professional development schedule based on the individual learning needs of our buildings will be established. The MS/HS K-12 Instructional Coach will help oversee the overall PD plan in each building. The district's eight AIW Lead Team Members will help guide professional development initiatives through their collaboration teams of 4 to 5 teachers. Evaluation of the professional development will include a survey of all faculty members and a study of teacher implementation of PD initiatives. The information from the program evaluation will be the evidence that verifies any necessary adjustments. The Instructional Coach and AIW Lead Team Members will be the teacher representatives on the District Leadership Team. The DLT serves as a working committee to address district-level topics, such as professional development. The DLT will be charged with creating a rough draft of the next year's professional development topics based on teacher and student performance data.

During the implementation of professional development, AIW Lead Team Members will work collaboratively with other teachers for in-depth small group discussions around quality instruction and learning. The AIW Lead Team Members and the Instructional Coach will have the responsibility to model, support, and give feedback on the newly learned strategies and skills through professional development. The Instructional Coach will be available during the school day to observe teachers to guide their successful implementation of the professional development. They will provide feedback, guidance, and coaching to the teachers on their implementation of professional learning. Our Instructional Coach will also be able to assist in helping our personalized learning system grow by doing research that helps teachers with implementation. The Instructional Coach will oversee our individualized learning system and will have the responsibility to assist teachers as they review and revise curriculum to reflect the Iowa/Common core content and select instructional strategies in our personalized learning educational reform.

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

Our TLC committee has reviewed the Iowa Professional Development Model (IPDM) and has worked to develop a clear alignment between the model and our TLC system.

IPDM Element: Collect and analyze student data

- The TLC Leadership team in collaboration with the classroom teachers will collect and analyze the student data.

IPDM Element: Goal setting and student learning

- The TLC Leadership Team will work collaboratively with teachers to set goals for the district initiatives of PLC, Iowa/Common
- Core, technology, reading and math student achievement, and MAP.

IPDM Element: Selecting content

- The TLC Leadership Team will work collaboratively with teachers to analyze learning data to gain an understanding of strengths, weaknesses, and gaps to be filled via professional development.
- IPDM Element: Designing Process for professional development

- The TLC Leadership team will create a professional development schedule based on the needs of the classroom teachers as observed through the student data.

IPDM Element: Training and Learning Opportunities

- The K-12 Instructional Coach will be available during the school day to help with implementation.
- AIW Lead Team Members will be available during district scheduled PD, early-outs, before and after school and during small group collaboration times.

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IPDM Element: Collaboration and Implementation

- The TLC Leadership Team will work in collaboration with classroom teachers at each step of the process

IPDM Element: Ongoing data collection (formative evaluation)

- The TLC Leadership Team will be responsible for ongoing data collection through classroom walkthrough data,

teacher implementation data and student learning data.

IPDM Element: Adjust plan if needed

- Working collaboratively with administrators, the TLC team will make adjustments based on the results of an analysis of data.

IPDM Element: Program evaluation (summative evaluation)

- Analyzing the data collected, the TLC Leadership Team will look at all aspects of the data to determine the program effectiveness.

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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.

Impact and Effectiveness—To determine the effectiveness and impact of our TLC plan we will collect both process and outcome evaluation data for the TL program. Our process evaluation data will help us understand if we are implementing all planned activities with fidelity. Our outcome evaluation data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders. If our program is successful, ultimately we should also see improvements in both student engagement and student learning.

In the initial stages of our TL program we will concentrate on implementation. Using monitoring data from multiple sources we will: (1) determine if all services were implemented as planned; (2) track the number of teachers and TLs served; and (3) document the quality of the services we provided through the TL program. Our Curriculum Director will work with our Instructional Coach to record all monitoring data. We will concentrate on implementation issues primarily during the startup phase of our TL Program to ensure the smooth operation of all project components. The following table lists our initial process evaluation indicators along with how and when the data will be collected. We will review and finalize this list prior to program startup in July 2016.

Process Evaluation

Outcome Evaluation—Once all components of our TL program are running smoothly we can focus on the impact of our activities. Our Curriculum Director will work with our Instructional Coach to record all outcome data. The outcome evaluation will allow us to answer the question, “Are teachers and students better off as a result of our services?” The following 4 tables list our initial outcome evaluation indicators for the 4 program goals. We will review and finalize this list prior to program startup in July 2016.

Goal 1—Create a positive atmosphere

Goal 2—Encourage collaboration. Teachers work collaboratively to integrate technology

Goal 3—Recruit/retain teachers. Instructional Coach report Monthly.

Goal 4—Empower Teachers.

Continuous Improvement—While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust TL Program performance. Through this project we will help staff in both schools turn program data into useful answers that help all students succeed.

The TL Advisory Committee (AC) will have quarterly conversations to review project data. During these conversations, our Instructional Coach will present summary data to track progress over time for key measures. They will help the AC review and reflect on the data through the use of the following 7 questions: (1) Who have we targeted for services/support?; (2) What are the outcomes they were expected to attain?; (3) What do our data tell us about their success in attaining outcomes?; (4) What other data do we need?; (5) What would work to do better?; (6) Do we need any new partners?; and (7) How will we adjust programming in response to current data (action plan adjustments)? These monitoring meetings are not just about reporting data. Instead, they will help us understand the “story behind the data” so we can reflect on how well current TL strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities.

Project information will be posted to the district web site where we will share monthly updates about project activities, general project information, and reports documenting activities and successes. At the end of each year, we will produce a report summarizing who was served along with improvements in teacher and student performance.

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)

At River Valley Community School District, we have a vast capacity to implement the TLC system. After surveying teaching staff, it was evident that 90%-95% of staff is supportive of our district implementing leadership roles for teachers and compensating teachers for those roles. Many staff members have shown interest in these leadership positions and support building teachers' capacity through these roles. The staff agrees that increasing the effectiveness of instruction and student achievement will happen through the TLC system.

Our districts' TLC system will follow in the footsteps of prior initiatives in terms of implementation and sustainability. Several of our current initiatives show great sustainability. These initiatives include: Authentic Intellectual Work (AIW), Instructional Practices Inventory (IPI) and Instructional Practices Inventory Technology (IPIT). Through the collaborative work of teachers, these systems have been able to sustain and grow over time. An example of our ability to sustain leadership capacity is shown with our eight AIW coaches that lead teams of teachers through the AIW process monthly and facilitate the collaboration among teachers, with a clear focus on improving instruction. Our School District will be successfully implementing this TLC system with integrity. The following specifics of our plan will allow for effective implementation.

- **Mentor Teachers:** We will continue to use veteran teachers to fill the role of mentors to new teachers in our district. These teachers will be the support for new teachers and meet regularly with them to ensure building and district initiatives are being met. They will also provide social and emotional support for the new teachers in the district.
- **AIW Lead Team Members:** We will build upon our current structure of eight Authentic Intellectual Work coaches. These lead team members will support teachers to develop data-driven decision making. They will also work with all teachers to research, model, and implement evidence based instructional practices that align with district goals.
- **Instructional Coach:** Having an instructional coach will provide ongoing support for teachers to develop their knowledge of data-driven decision making. The leader in this role will also assist administration and faculty to plan and implement the use of evidence-based instructional practices and plan and lead Professional Development efforts. The instructional coach will oversee our individualized learning system and will have the responsibility to assist teachers as they review and revise curriculum to reflect the Iowa/Common core content and select instructional strategies in our personalized learning educational reform. The individual in this role for the TLC system will go through professional development and learning about each role to ensure they are all meeting the needs of students and staff.
- **Comprehensive Intervention Model (CIM) Coach.** Having a CIM coach in building will allow greater flexibility for our CIM teachers, and most importantly more time to be true to the CIM model. This will allow our teachers to just look at River Valley students, tailor PD specifically to River Valley needs, and most importantly eliminate 10-14 days of outside in-service for our CIM teachers.
- **Math Strategist:** As we have been designated a SINA school in the elementary building in math, and our 5 year average of ACT math scores have steadily declined it is time to dig deeper into our math issues in both buildings. The math strategist will dig into screening data, assessment data, and ACT test prep information to make our students achieve higher scores in math. Both of these math strategist will work for more cohesive curricular structure between both buildings.
- **Mentor Teachers, AIW Lead Team Members, Instructional Coach, Math Strategist, and CIM Coach** will be asked to further their learning through opportunities outside of the district and attend conferences on subject matter. Our emphasis on effective instructional practices and analysis of student data will be strengthened by the underlying structures of our district strategy. Authentic Intellectual Work, and CIM will be enhanced by the roles of Mentor Teachers, AIW Lead Team Members, Instructional Coach, Math Strategist, and CIM Coach. We will continue to have a focus and commitment on a strong Mentoring and Induction Program to support quality teaching. The district will work continuously to ensure that this structure in place will have sustainability over time. Members who will work to ensure sustainability include:
 - **Superintendent:** The superintendent will be the key decision maker for the TLC system. Building Principals and members of the TLC Committee will recommend actions to the Superintendent.
 - **K-12 Principal:** The building principal will oversee the Mentor Teachers, AIW Lead Team Members, Instructional Coach, Math Strategist, and CIM Coach in the district, which include evaluations and identifying effective. He will report recommendations to the Superintendent.
 - **Assistant Principal/Technology Coordinator:** Will oversee all aspects of incorporating technology into all curricular

areas. He will also help evaluate the effectiveness of the overall TLC program with the K-12 Principal.

•TLC Committee: The TLC Committee, which consists of teachers and administrators, will be involved in the hiring of each role and identifying effectiveness of the system by looking at student data and surveying teachers. They will report recommendations to building principals and Superintendent.

This sustainability will also be met through the transparency of the TLC committee, district administrators, and the District’s Board of Education to keep a clear focus on the key purpose of each of the teacher leader positions and their corresponding roles and responsibilities to allow them to be achieved with fidelity.

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.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$118,409.00
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).	\$6,335.00
Amount used to provide professional development related to the leadership pathways.	\$4,706.00

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

\$129,450.00

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 414.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$129,449.52

Total Allocation \$129,449.52

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$129,450.00

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 (\$0.48)

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)

Our district believes strongly in the vision of the statewide TLC system. We know our system is made better by the quality of educators within it. Our vision is to use the foundational principles of the statewide TLC program to enhance teacher leadership in our district. Here are our goals:

1. Attract able/promising new teachers
1. Provide enhanced support through Mentor Teachers who receive their own instructional support from our Instructional Coach, and AIW lead team members.
2. Retain effective teachers
1. Provide enhanced learning opportunities and support for veteran teachers from our instructional coach
2. An Instructional Coach will allow teachers to grow professionally.
3. Promote collaboration among teachers
4. Provide peer coaching and observation/feedback through the use of our Instructional Coach.
3. Reward professional growth and effective teaching
1. Provide additional career opportunities for exceptional teachers who desire an instructional leadership role such as Mentor Teachers, AIW Lead Team Members, Instructional Coach, Math Strategist, and CIM Coach
4. Improve student achievement
1. Through the use of best practices in all classrooms by teachers who have learning opportunities and on-going support for implementations students receive high quality instruction and learn better. Research suggests a strong correlation between student achievement and quality instruction.

Budget Alignment to District Goals for TLC System Roles -

The TLC grant will provide much-needed in-class support to teachers as they learn to implement best practices. We believe the roles identified below show a strong alignment to our district goals and our guiding principle of high-quality instructional leadership by all.

1. Instructional Coach will be released from their classroom full-time in order to support teachers' new learning. They will design and deliver professional learning opportunities to support the growth of their colleagues' instructional leadership practices.
2. AIW Lead Team Members will provide support for classroom teachers during collaboration times (AIW) through the use of classroom modeling of best practices, observation and feedback on classroom instruction. They will guide and lead collaborative learning team sessions (AIW).
3. Mentor Teachers will provide additional support directly for new teachers as they work to build their knowledge base with not only new teachers' understanding and implementation of state, district and school policy, but to improve these new teachers' instruction through the use of best practices. They will work to support new teachers in becoming instructional leaders in their profession and their district.

Budget Alignment to State Must-Haves and Assurances -

A. Minimum Salary -

We are currently above the minimum salary of teachers to \$33,500.

B. Salary Supplements -

We are allocating \$4,000 for four stipends to support the ongoing work of our mentoring and induction program. We are allocating \$16,000 for eight stipends to support the ongoing AIW initiative in our buildings. We are allocating \$10,000 for two stipends for a math strategist at the elementary and one at the MS/HS levels.

C. Release Time -

We are allocating \$58,298 for one full-time teacher to provide ongoing instructional coaching for the entire faculty. The instructional coach will be full-time released from classroom duties to:

1. support PD Implementation coaches and new teacher mentors,
2. Observe, provide feedback and model for classroom teachers
3. Meet with administration
4. Plan professional development based on teacher and student performance data

We are allocating \$16,000 for one CIM Coach at the elementary building. This teacher will provide ongoing training for our current CIM teachers. The CIM coach will have 8 extra contract days, and 4 paid days of leave to:

1. Support CIM implementation
2. Observe, provide feedback, and track reading data on the data wall for CIM teachers

3. Meet with the K-12 Principal

4. Plan professional development for elementary CIM teachers

D. Professional Development

Finally, we are allocating an additional \$5,706 to provide for professional development costs such as trainings, books and materials, and possible travel costs for teacher leaders to attend new learning sessions.

E. Others Costs -

Our board is committed to the success of the TLC system, so the board will review additional needs during its budgeting process beginning in January should we receive the grant. The administration is prepared to use current professional development funds to support our teacher leaders before the TLC funds become available to the district.

Budget for Each TLC Role -

Instructional Coach

- Stipend for the position of \$58,298
- Additional Contract Days - 8 days
- Estimated Compensation - \$2494
- Number of positions - 1
- Total cost for this role - \$60,792

CIM Coach

- Stipend for the position of \$16,000
- Additional Contract Days - 4 days
- Number of positions - 1
- Total cost for this role - \$18,653

AIW Lead Team Members

- Contract for each position - Regular teacher contract in the classroom
- Additional Contract Days - 4
- Estimated Compensation - \$2,000 stipend
- Number of positions - 8
- Total cost for this role - \$18,653

Mentor Teacher

- Contract for each position - Regular teacher contract in the classroom
- Additional Contract Days - 2
- Estimated Compensation - \$1,500 stipend
- Number of positions - 4
- Total cost for this role - \$6,995

Math Strategist

- Contract for each position - Regular teacher contract in the classroom
- Additional Contract Days - 4
- Estimated Compensation - \$5,000 stipend
- Number of positions - 2
- Total cost for these roles - \$13,316

Vision into Action -

Our district's fully implemented TLC system will have 16 teachers out of 36 district teachers participating in a defined teacher leader role. This will mean 44% of our staff will be engaged in ongoing, high quality teacher leadership. While we are excited that our plan allows for more teachers to reach the state guidelines than necessary, we remain committed to the principle that every teacher in our district is a leader. We will continue to provide resources and a committed effort to putting this philosophy into practice.