



Application

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

138517 - Joint Teacher Leadership and Compensation Application for Graettinger-Terril and Ruthven-Ayrshire  
Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 10/02/2015 2:18 PM

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### Primary Contact

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First Name Middle Name Last Name

**Title:** Superintendent

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Phone Ext.

**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:** 712-837-5211

**Agency**

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### Organization Information

**Organization Name:** Ruthven-Ayrshire Community School District

**Organization Type:** K-12 Education

**DUNS:**

**Organization Website:** www.ruthven.k12.ia.us

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**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Andrew Woiwood  
**Title** Superintendent  
**Organization** Ruthven-Ayrshire CSD

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

**Address** **PO Box 159**

**City/State/Zip\*** Ruthven Iowa 51358  
City State Zip

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### Fiscal Officer/Agent

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

**Name** Michelle Dowd  
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**Organization** Ruthven-Ayrshire CSD  
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County(ies) Participating, Involved, or Affected by this Proposal Dickinson County, Palo Alto County

Congressional District(s) Involved or Affected by this Proposal 4th - Rep Steve King (R)

*Congressional Map*

Iowa Senate District(s) Involved or Affected by this Proposal 1

*District Map*

Iowa House District(s) Involved or Affected by this Proposal 2

*District Map*

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## 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 minority population for these two districts is very small.**

### 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. Andrew Woiwood

Title of Person Submitting Certification Superintendent

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## Recipient Information

District	Ruthven-Ayrshire Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	74-5724
<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	Andrew Woiwood
Telephone Number	712-837-5211
E-mail Address	anwoiw@gt.ratitans.org
Street Address	1550 Washington
City	Ruthven
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51358

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## TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Andrew Woiwood
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Zip Code	51358

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## Demographic Profile

October 2014 Certified Enrollment	610
October 2014 Free/ Reduced Lunch %	39
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)**

**Current Reality:**

Graettinger-Terril and Ruthven-Ayrshire Community School Districts (GT/RA) have decided to submit a joint Teacher Leadership and Compensation Application. The total certified enrollment for 2014-2015 was a combined 610 students for the two districts.

Despite efforts to implement professional learning communities, the Iowa Core, new curriculum materials and professional development 100% of the students are not proficient. In addition, Graettinger-Terril and Ruthven-Ayrshire is in need of a more effective system to consistently build instructional skills of teachers and maintain support and accountability measures for the implementation of new learning. Significant shifts in teaching and learning must happen within GT/RA Schools to ensure all students are college, career, and citizenship ready.

**Proposal:**

**TAP TM:** The System for Teacher and Student Achievement is an evidence-based framework for attracting, developing, and retaining talented people into the teaching profession. Due to its high demand, TAP is now managed by the National Institute for Excellence in Teaching. Schools using TAP consistently demonstrate success in student achievement growth and increased teacher effectiveness.

The GT/RA Teacher Leadership and Compensation (TLC) plan will utilize three of the four major components of TAP: multiple career paths, ongoing applied professional growth and instructionally focused accountability. The vision of GT/RA, Learning for all by learning from all, is clearly aligned to the TLC theory of action proposed by the state of Iowa. The TAP framework provides the means to consistently develop quality instruction where learning is pursued, expected and celebrated by all.

The TAP Teaching Skills, Knowledge and Responsibilities Performance Standards rubric is the foundation of the framework and is closely aligned with the characteristics of effective instruction. The rubric defines 26 indicators of effective instruction at three different levels of performance.

Our TLC plan provides multiple pathways for teachers to pursue leadership positions. All teacher leaders will be selected through a competitive, rigorous, and performance-based process.

Master teachers are selected through a competitive, rigorous, performance-based selection process. They must have strong curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults.

Master teachers will be fully released from the classroom and spend their time working directly with teachers. This will include team teaching, modeling, coaching, giving regular feedback and conducting observations and post-conferences. They will plan and implement cluster group meetings focused on improving instruction and meet weekly with Mentor teachers and the building principal.

Mentor teachers are selected through a competitive, rigorous, performance-based selection process as well. Mentor teachers have the qualities of effective classroom practice and working effectively with adults. Mentor teachers will be partially released from classroom duties. Mentor teachers will work directly with classroom teachers to support and enhance their teaching and learning practices. Mentor teachers will attend weekly planning sessions with the Master teachers and the building principal.

Technology Integrationists are selected through a competitive, rigorous, performance-based selection process as well. Technology Integrationists will be partially released from classroom duties. Technology Integrationists are actively involved in enhancing and supporting the career teachers' teaching experience. Technology Integrationists will attend weekly planning sessions with the Master teacher, Mentor teachers and the building principal.

**Building Leadership Team:** Members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that are not addressed within the cluster group meetings such as student behavior issues. (i.e. PLC, PBIS).

Ongoing job-embedded professional development designed to support teachers is an essential element of our TLC plan. Master or Mentor teachers will deliver weekly professional development focused on improving instruction and increasing student achievement. Cluster groups will consist of five to eight teachers who will meet within the contract day.

Student achievement will remain the first priority as we implement the TLC plan. Current results from state and district created assessments will be used to establish a baseline for student achievement levels. Student achievement results will be compared yearly as one way to demonstrate the impact of our TLC plan. In addition, teacher growth will

be monitored using the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards rubric. The GT/RA TLC plan will provide teachers new to the profession with the support they need for successful entry into the teaching profession. The plan also provides teachers multiple opportunities for leadership and job embedded professional development focused on individual teacher needs. In addition, new teachers will receive specific instruction designed to meet their unique needs during pre-service days and regularly scheduled monthly meetings. GT/RA is prepared and motivated to implement the TLC plan. We are committed to prudent financial planning for sustainability, making the needed infrastructure changes to the schedule to provide time for cluster meetings and teacher collaboration, and using a rigorous selection process to hire the right people for leadership positions. Survey results from teachers indicated that the work of implementing TLC won't be easy but is the right work to do for both students and teachers..

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

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).

**Establish Committee:**

It was important to create a dynamic team of innovative thinkers that represented various stakeholders within the district. GT/RA utilized the time and resources available to develop a high-quality plan by including a large cross-section of teacher representatives on the committee.

A portion of the funding was used to cover substitute costs, because it was imperative to have teachers represented and contributing to the planning process.

Considerations for representation were made regarding grade level and subject area, years of experience and gender.

District Administrators: 1

Building Principals: 3

Elementary Teachers: 2

Middle School Teachers: 2

High School Teachers: 2

School Board Members: Graettinger-Terril and Ruthven-Ayrshire

Prairie Lakes AEA Consultants: 1

Parents: (Do not work for either district) 4

Teacher Union Representatives: 2

**Research:**

A quality plan requires thoughtful and informed decision makers. The TLC Committee members reviewed various sources of information regarding teacher leadership and school improvement initiatives. Meeting with a TAP School representative, having a Google Hangout to watch a Cluster Meeting and to discuss the TAP process after the meeting with an actual team was extremely important to the committee and eventually produced the “tipping point” that produced a decision to go with the TAP Model.

- DE Guidance
- TLC Grant planning sessions
- School Improvement Research
- Mentoring and Induction Research
- Instructional Coaching
- Teacher Leadership Research
- TAP - The System for Teacher and Student-Achievement
- Visit with existing TAP School

Commitment and support among stakeholders was collected on a regular basis to guide decision making during and after all TLC meetings. Multiple formats (“Fist to Five”, exit slips, Consensus Circles, etc.) were used within meetings to guide discussion and provide opportunities for feedback. Google surveys were used following meetings to allow all members the opportunity to reflect and privately give thoughtful feedback.

Commitment and support was built through multiple presentations to staff, parents, and community members, each presentation was followed with a question and answer session and “Exit Slips” in which participants were asked to give written feedback to contribute to the development of the plan. All Committee members expressed support for the plan.

**Collaboration Schedule:**

Planning grant funds covered the costs for research, planning meetings, and crafting the plan within the contracted day. All stakeholder groups were represented on the TLC Committee and were provided opportunities for input throughout the process.

The five major steps used in the planning process included:

1. Examine current reality and needs in relationship to TLC opportunity
2. Study various options for TLC plan
3. Create TLC plan
4. Share plan with various stakeholders
5. Submit proposal by: October 15, 2015

TLC Planning Meetings started in September 2014. Ten meetings were held including AEA Meetings, TLC Committee Meetings, SIAC Committee Meetings in both districts and School Board Meetings in both districts

## District/Building Principal Administrator Meetings

### Activity/Purpose:

Study expectations of the legislation and seek guidance for application. Plan and prepare TLC Committee meetings, site-visits and presentations to various stakeholder groups.

The TLC Committee is confident that a quality plan has been developed and will be fully supported by teachers, parents and both school boards. The following are a few comments of support and concern from the stakeholders.

Teacher: *"This has the chance to really allow us to improve what we do through working with each other."*

Teacher. *"I am concerned that pulling out one of the best teachers to do this might leave a hole in the staff instruction that could be difficult to fill."*

Parent. *"If this means that my kids have a chance for an even better instructor, then I am all for it."*

Community Member. *"If we do this, will we be sure to have the lead teacher/coach working closely with the Principal?"*

Board Member. *"If there is a chance to improve what we already do, how can we turn it down?"*

Parent. *"I want our school to be the best. If this is another way to ensure that people are teaching at the highest level possible and kids can learn in the best way possible, then we need to do this."*

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## 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.

The vision of the GT/RA Teacher Leadership and Compensation plan aligns both with the district's and the TLC Commission's vision. Implementing the TLC plan will provide for a culture where learning is pursued, supported, expected and celebrated by all TLC Goals:

- To make it more attractive and rewarding to become and remain a teacher in the Graettinger-Terril or Ruthven-Ayrshire Community Schools
- To promote teacher growth through continuous improvement for student learning
- Through teacher collaboration, support, and high quality professional development, teachers will improve their teaching and learning practices
- This plan supports GT/RA student achievement goals and is aligned with the state's intentions of increased student learning.

Despite efforts to implement the Iowa Core through PLCs, 100% of students are not proficient in Reading, Math and Science as identified by IA Assessments. The shifts in teaching and learning proposed in this plan will provide for ongoing instructional teacher support, accountability and infrastructure that will increase student achievement from the current 2014-15 proficiency rates. (Reading 78% , Math 80%, Science 83% )

The long term measures for evaluating each goal:

1. Attract promising new teachers by offering competitive starting salaries and providing professional development and leadership opportunities.
  - A. The number of applicants for open positions will increase
  - B. A consistent schedule of professional development opportunities for teachers to seek ways to improve their instructional practices leadership capacity
2. Retain effective teachers by providing enhanced career opportunities
  - A. The number of teachers new to the profession who receive an initial license
  - B. The number of teachers new to the profession who remain in education either at GT/RA or another district
3. Promote collaboration by providing opportunities for teachers in the school districts to learn from each other
  - A. Scheduled time for learning and collaboration
  - B. Teacher surveys/interviews that indicate collaboration is productive and useful
4. Reward professional growth and effective teaching in pathways for career opportunities with increased leadership responsibilities and compensation
  - A. The number of applicants for teacher leadership roles
  - B. Increase the number of teachers involved in leadership in the district
5. Improve student achievement by strengthening instruction
  - A. Teachers increase the score they receive on the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards rubric
  - B. Increased proficiency rates on Iowa Assessments

**Master Teachers:** Master teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. Master teachers will have no classroom and spend their time supporting and assisting teachers within the building to improve content knowledge and pedagogy. This could include, team-teaching, modeling, coaching, providing feedback and conducting observations and post-conferences. Master teachers will provide professional development that is job-embedded, collaborative and student centered. Weekly professional development for one or more hours will be based on student data and increased instructional ability. All teachers are provided support to put new learning into practice and provide opportunities for accountability. As suggested in the Professional Development Model, Master teachers will offer support through theory, modeling, co-planning/teaching, reflection, observation, feedback and data analysis. Master teachers will support teachers through individual coaching and classroom support.

**Mentor Teachers:** Mentor teachers must have the same knowledge and skills as master teachers. They will be partially released from classroom duties and will spend time supporting teachers within their cluster group. This will include team teaching, co-planning, coaching, providing feedback, observations and post-conferences. Mentor teachers will be leaders for cluster groups, providing a communication route from career teachers to the principal and Master teacher.

**Weekly Team Planning:**The principal, Master teacher and Mentor teachers collaborate on a weekly basis and are responsible for the following:

- Develop and monitor progress toward student achievement goals.
- Plan and monitor effective cluster trainings for increased teacher proficiency and student achievement.
- Plan and implement an evaluation and post-conference schedule
- Strengthen each team member's skill with evaluating and conferencing
- Use the data to monitor and address inter-rater reliability.
- Monitor Individual Growth Plans, support movement toward meeting both student achievement and teacher improvement goals.

**Technology Integrationist:** will have the same knowledge as the above positions and the knowledge of the role and integration of technology in the classrooms. Their partial release from the classroom will allow supporting teachers within their buildings. This will include team teaching, modeling, co-planning, coaching and providing feedback. Technology Integrationist working with the district technology director will serve as technology leaders for their cluster groups, providing a communication route from career teachers to the Mentor teachers, Master teacher, and to the principal.

The Building Leadership Team is selected through an application process. The BLT will focus on building professional development that is necessary but may not be a focus of the cluster group trainings (e.g. PLC, PBIS).

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)**

The vision of the Graettinger-Terril and Ruthven-Ayrshire (GT/RA) Community Schools is aligned to the goals of the state and supported by the goals of TAP: The System for Teacher and Student Advancement. Adopting the TAP framework, as described in the executive summary, supports and strengthens our district vision, goals and initiatives by providing the structure and support necessary to achieve the intended outcomes of the multiple initiatives for which we are responsible.

**Current District Initiative:**

**Iowa Core Implementation**

**Objective of Initiative:**

Support teachers in understanding and implementation of the Iowa Core academic standards to increase student learning.

**How the TLC plan connects to, supports and strengthens the initiative:**

The teaching skills, knowledge and performance standards, described in the TAP rubric and closely aligned to the Iowa Core will be the focus of data collection through classroom observation. Analysis of the data will be led by Master and Mentor teachers during weekly cluster group trainings for identifying and teaching strategies that will improve teaching and learning. Follow-up and support provided by Master and Mentor teachers will ensure competency and consistency of implementation of instructional strategies among teachers. Intense focus within weekly cluster group trainings and follow-up support will expedite and ensure our systemic capacity to meet the intentions of the Iowa Core and increased student learning. Improving the quality of teacher instruction has direct correlation to raising student achievement. (Marzano, 2011)

**Current District Initiative:**

**Rigorous and Relevant Curriculum**

**Objective of Initiative:**

Increase higher order thinking skills in classrooms. The TAP rubric includes 6 standards aimed at increasing higher order thinking skills. Weekly cluster group training will provide a way for teachers to learn how to increase higher order thinking in their classrooms.

Follow up support from Master and Mentor teachers will assist teachers in increasing opportunities to engage in higher order thinking and increase the opportunities for students to reach the upper levels of Bloom's Taxonomy.

**How the TLC plan connects to, supports and strengthens the initiative:**

Data collected in Walk-through evaluations revealed that GT/RA students had a solid educational foundation, but lacked rigorous opportunities for learning. This will directly impact the level of rigor observed in classrooms.

**Current District Initiative:**

**Professional Learning Communities**

**Objective of Initiative:**

Collaborate with subject/grade level colleagues regarding student data and implications for instruction.

**How the TLC plan connects to, supports and strengthens the initiative:**

The TLC plan at GT/RA supports and enhances previous PLC work providing time within the contract day for effective collaborative groups to engage in the critical work of PLC's. Master and Mentor teachers will assist in examining collected data and identifying areas in need of refinement. Cluster groups, led by Master and Mentor teachers, will help teachers to better meet the needs of students by implementing research-based, field-tested lessons that are proven to produce positive results.

**Current District Initiative:**

**Student Achievement - Reading**

**Objective of Initiative:**

Assist the schools to achieve the following:

- Educate all students to meet high standards in literacy
- Strengthen the internal capacity of the school and strengthen the capacity of teachers
- Focus accountability on results
- Integrate quality educational practices with local decision making

**How the TLC plan connects to, supports and strengthens the initiative:**

When walk through and teacher survey evidence shows that our teachers are comfortable, the cluster trainings will

focus on instructional practices that with match the needs identified by the assessment data that has been collected. Cluster group training are designed to meet the listed outcomes for improving reading.

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)**

#### **Current Induction and Mentoring Program**

The current Mentoring and Induction plan at Graettinger-Terril and Ruthven-Ayrshire includes the assigning of a mentor teacher to all teachers who are new or in their second year in the profession as well as completing a binder which includes documentation of achievement of the Iowa Teaching Standards.

Mentoring partnerships are also required to attend monthly trainings for new and second year teachers. Trainings provide one hour per month to learn about evaluation procedures, the Iowa Teaching Standards and District expectations and protocols. In our survey of current mentors and mentees shows while general references to the classroom are offered, direct modeling, observations and critical feedback are not feasible within the constraints of our current system.

#### **Utilization of Funding for Teacher Leaders**

GT/RA have already met the requirement of a minimum teacher salary of \$33,500 for beginning teachers. Therefore, Teacher Leadership and Compensation funding allows the district to establish a teacher leadership model that includes Master teachers, Mentor teachers and a Building Leadership Team along with an Technology Integrationist. "The ultimate goal is to make new teachers more effective with students more quickly. This requires an approach that is more targeted to instruction than past efforts, using rigorously selected , trained mentors who observe new teachers in their classrooms, provide instructional guidance and model effective practice." (Bouffard, 2013) Our TLC plan, supported by TAP, will provide new teachers and mentors with support they have indicated as a need; direct modeling, observations and feedback. Opportunities for new teachers to improve will include weekly professional development training focused on the Teaching Skills, Knowledge and Responsibilities Performance Standards from the TAP Framework. Each teacher will also receive weekly follow-up support from Mentor or Master teachers to help implement learning. New teachers also have the opportunity to receive individual support that is specific to instructional needs and student learning data.

Additional improvement opportunities for new teachers include specific instruction designed to meet their unique needs during pre-service days as well as regular scheduled monthly new-teacher meetings. This additional training will define and review the Iowa Teaching Standards as well as the Teaching Skill, Knowledge and Responsibilities Performance Standards provided by the TAP Framework.

These standards define expectations for quality classroom instruction accompanied with a rubric and support from Mentor and Master teachers to help new teachers with meeting these expectations. Funding for Master and Mentor teachers who are provided release time for coaching, modeling and observing to ensre multiple opportunities for beginning teachers to receive support for a successful entry into the teaching profession.

It is critical that the training and support for new and returning teachers outlined above is of high quality. TLC funding will ensure all Master teachers, Mentor teachers, Technology Integrationists, Building Leadership Team members and principals attend an extensive core training during the summer before initial implementation. This initial core training includes an overview of the TAP system in which participants receive in-depth training on the evaluation process, leadership team protocols, effective cluster group trainings and research-based field-tested strategies..

Principals, Master teachers and Mentor teachers must successfully complete a certification test prior to becoming a certified TAP provider. Only Administration will conduct evaluations of district teachers based upon master contract. To ensure consistency and fidelity of the framework, TAP representatives will conduct all GT/RA trainings for teacher leaders emphasizing consistency and interrater reliability. This ensures the teacher leaders are equipped to provide consistent coaching and feedback to meet the needs of new teachers within the districts.

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## **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.

GT/RA will use the TAP Framework, as described in the Executive Summary, and suggested teacher roles within it. The plan allows teachers to pursue a variety of positions throughout their careers depending upon their interests, abilities and accomplishments. As teachers move into leadership positions, their qualifications, roles, and responsibilities increase along with their compensation. This allows good teachers to advance professionally without the need to move into administrative roles. It also creates expert teacher leaders within each building to provide support for other teachers.

**Master Teachers: One position**

The Master teacher is selected through a competitive, rigorous, performance-based selection process. They must have strong curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults.

They will take on additional responsibilities and authority, and they will spend more time on the job than the typical classroom teacher. Master teachers are held to a higher performance standard (expected average observation rubric score of 4.0+/5.0) than other teachers in their school and will be compensated with a \$8000 stipend.

The Master teacher will have 10 additional contract days and will be fully released from the classroom (100 percent) and spend their time meeting the needs of the teachers within the building. This will include team teaching, conducting classroom demonstration lessons, coaching, and giving regular feedback on specific strategies. Master teachers, following the TAP structure, will provide teachers with a system of professional development that is ongoing, job-embedded, collaborative, and student centered.

The Master teacher will lead multiple one-hour cluster group meetings of five to eight teachers on a weekly basis. Cluster groups will meet in groups (e.g. grade, subject-alike) for professional development that is focused on instructional practices as determined by student data and classroom observations. All teachers will be provided the support needed to put new learning into practice. The Master teacher will offer support through modeling, co-planning, co-teaching, reflection and/or observation and feedback.

The Master teacher will also provide opportunities for professional growth through individual coaching and classroom-based support based on instructional issues that specific teachers face with specific students.

In summary, the Master teacher is charged with “making it happen” by turning the school plan into action. Their duties can be divided into six main areas:

1. **Classroom Leadership Team Participation:** Responsible for the overall TAP implementation. Monitor goal setting, activities, follow-up and goal attainment for cluster groups and individual growth plans. Assess teacher observation results and maintain inter-rater reliability.
2. **Research:** Locate research-based strategies that will support student achievement in the identified areas of student need as revealed from the analysis of data.
3. **Cluster Group Planning and Implementation:** Jointly develop, with Mentor teachers, weekly cluster group agendas and activities. Co-lead cluster meetings weekly. Assess all cluster group progress toward goals utilizing student data.
4. **Individual Growth Plan Management:** Assist teachers in developing goals and check progress toward goals at observation post-conference. Provide training resources and support for meeting goals.
5. **Observations and Conferencing:** Conduct classroom observations and conferences
6. **Classroom Follow-up:** Provide support to career and mentor teachers as it relates to cluster and individual growth plan learning. This includes observations and feedback, model teaching and team teaching.

**Mentor Teachers: Three positions**

Mentor teachers are selected through a competitive, rigorous, performance-based selection process. They must have strong curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They will take on additional responsibility and authority, and they will spend more time on the job than the typical classroom teacher. Mentor teachers are held to a higher performance standard than other teachers in their school (expected average observation rubric score 3.5+/5.0) and will be compensated with a \$6,000 stipend.

Mentor teachers will have 8 additional contract days and will be partially released (up to 20%) from classroom duties. Mentor teachers are actively involved in enhancing and supporting teaching practices. With oversight and support from the Master teacher, Mentor teachers may co-lead cluster meetings and provide classroom-based follow-up and feedback on teaching practices. With the input and guidance of the Master teacher, Mentor teachers plan for instruction in partnership with other Mentor teachers and career teachers. Mentor teachers also engage in self- and

team-directed professional development activities.

Mentor teachers have many of the same responsibilities as Master teachers, but the quantity and frequency of those responsibilities is lessened due to classroom responsibilities. A summary of the Mentor teacher's duties include:

- 1) **Leadership Team Participation:** Responsible for the overall TAP implementation. Monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and individual growth plans. Assess teacher observation results and maintain inter-rater reliability.
- 2) **Cluster Group Planning and Implementation:** Jointly develop, with Master teachers, weekly cluster group agendas and activities, co-lead weekly cluster meetings and maintain cluster group records.
- 3) **Individual Growth Plan Support:** Provide material resources, ideas and suggestions for achieving individual growth plan goals.
- 4) **Observations and Conferencing:** Conduct formal and informal classroom observations.
- 5) **Coaching:** Regularly work with career teachers to provide follow-up coaching related to cluster group learning or individual teaching skills based on observation.
- 6) **Team Teaching and Planning:** Model or team-teach in area of expertise as called for by cluster group goals or individual teacher goals.

These areas illustrate the overall day-to-day duties that Master and Mentor teachers conduct. However, it is important to note that individual schools will need to demonstrate flexibility in defining and adjusting the explicit responsibilities and assignment loads for Master and Mentor teachers, so that the specific needs of the students and teachers at each school are met.

This team's main responsibilities are outlined below:

- 1) **Monitor progress toward goals to increase student achievement.**
- 2) **Plan for and monitor effective cluster group training that directly lead to increased teacher competency and student achievement in specific areas of need.**
- 3) **Plan and implement an observation and post-conference schedule while continually working to strengthen each team member's skill with observing and conferencing and using the data from observations to monitor and address inter-rater reliability in the observations.**
- 4) **Monitor Individual Growth Plans, how they are supported and movement toward meeting both student achievement and teacher improvement goals.**

**Technology Integrationist: Three positions**

Technology Integrationist will have 4 additional contract days. They must have expert curricular knowledge, outstanding instructional skills, knowledge of the role and integration of technology in the classrooms, and the ability to work effectively with other adults. They will be partially released from classroom duties and will spend time supporting teachers within their buildings. This will include team teaching modeling, co-planning, coaching and providing feedback. Technology Integrationist working with the district technology director will serve as technology leaders for their cluster groups, providing a communication route from career teachers to the Mentor teachers, Master teacher, and to the principal. Technology Integrationist are selected through a competitive, rigorous, performance-based selection process. They will take on additional responsibility and authority, and they will spend more time on the job than the typical classroom teacher. Technology Integrationist are held to a higher performance standard than other teachers in their school (expected average observation rubric score 3.5+/5.0) and will be compensated with a \$4,000 stipend.

**Building Leadership Team: Four to Five Members from each building (12-15 total)**

Building Leadership Team members will meet monthly. Members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that may not be addressed within the cluster group trainings (e.g. PLC, PBIS) and will be compensated with a \$500 stipend.

**Career Teachers:** Career teachers are those teachers who have regular teaching duties (100 percent) per the district contract, but are not in a teacher leadership role (0 percent) as defined by the TLC plan.

**Weekly Teacher Leader Planning Meetings:** The Principal, Master and Mentor teachers are required to meet on a weekly basis to develop, monitor, and assess the progress of the TLC goals and improvement plan. As such, they will also oversee all TAP activities aimed at meeting the TLC goals.

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.

The TAP framework intentionally aligns systems for recruiting and evaluating teaching talent. While the intention is to identify a general description of our vision of top quality teacher leaders, Smylie, (2002) reminds us “each teacher leader will require a unique portrait. Individuals are different. So too is each individual’s work environment.”

Therefore, we will look at the teaching environment and the general traits of successful teacher leaders as suggested below by “Teachers who have a wide array of skills, broad knowledge, a healthy attitude about service to others, enthusiasm and willingness to serve have the greatest success as leaders.” (Killion, 1999)

“Specific skill categories of teacher leaders that will positively impact learning for students in all schools:

- 1) Working with adult learners
- 2) Communication
- 3) Collaboration
- 4) Knowledge of content and pedagogy
- 5) Systems thinking.”

(The Teacher Leadership Skills Framework, 2009)

#### **MASTER, MENTOR and TECHNOLOGY INTEGRATIONISTS DESIRED SKILLS**

The TLC Committee established expectations for Master and Mentor teacher and Technology Integrationist candidates based on the job descriptions, above-mentioned research, and the traits necessary for a good fit at Graettinger-Terril and Ruthven-Ayrshire. Master teacher, Mentor teachers and Technology Integrationists are expected to have excellent communication skills; an understanding of how to facilitate growth in adults; instructional expertise and collaboration skills. All applicants must have three years of teaching experience and one year of experience in the district.

##### **Master Teacher Qualifications/Interview Process**

In addition to the desired skills, Master teachers are required to have strong curricular knowledge, outstanding instructional skills, ability to work effectively with other adults and have successful teaching as measured by performance evaluations. Teachers who demonstrate these required skills will be able to apply their skill set to the challenges of teacher leadership, and are likely to be effective based on the history of successful Master teachers in TAP schools throughout the nation.

Master teachers will be selected through a performance-based selection process that includes an intensive interview, an evidenced-based portfolio and may also include teaching a model lesson. The interview committee for Master teachers will consist of the building principal, two licensed teachers, superintendent and a representative from each building leadership team.

##### **Mentor Teacher Qualifications/Interview Process**

In addition to the outlined desired skills, Mentor teachers are required to have strong curricular knowledge, outstanding instructional skills, the ability to work effectively with other adults and have successful teaching as measured by performance evaluations. Teachers who demonstrate these required skills will be able to apply their skill set to the challenges of teacher leadership, and are likely to be effective based on the history of successful Mentor teachers in TAP schools throughout the nation.

Mentor teachers will be chosen through a performance-based selection process that includes an intensive interview, an evidenced based portfolio highlighting the four “desired skills” and may also include teaching a model lesson. The interview committee for Mentor teachers will consist of the building principal, two licensed teachers, Superintendent and a representative from the building leadership team.

##### **Technology Integrationist: Three positions**

In addition to the outlined desired skills, Technology Integrationist must have expert curricular knowledge, outstanding instructional skills, knowledge of the role and integration of technology in the classrooms, and the ability to work effectively with other adults and have successful teaching as measured by performance evaluations.

Technology Integrationist will be chosen through a performance-based selection process that includes an intensive interview, an evidenced based portfolio highlighting the four “desired skills” and may also include teaching a lesson using technology. The interview committee for a Technology Integrationist will consist of the building principal, two licensed teachers, Superintendent and a representative from the building leadership team.

##### **Interview Matrix**

An interview matrix will be used to ensure all of the skills/qualities we would like our candidates to possess are

reviewed and assessed

**Building Leadership Team:** Members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that may not be addressed within the cluster group trainings (e.g. PLC, PBIS).

Applicants must submit an application to building principals, but will not go through a formal interview process.

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## 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.](#)*

Professional development at GT/RA follows a traditional model, and is aligned to the Iowa Professional Development Model (IPDM). Our proposal for ongoing training, support and implementation accountability will enhance the work we are doing. The operating principles of the IPDM are addressed by our plan and labeled within the narrative.

#### **IPDM: Focus on Curriculum, Instruction and Assessment**

Ongoing job-embedded professional development designed to support teachers is an essential element of our system. Master and Mentor teachers, who have been selected to take on additional responsibilities based on evidence of improving student achievement and successful work with adult learners, will deliver professional development. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to create ample time for teachers to meet during their regular work hours (Education Week, 2004). Schedules will be structured to allow for professional development to take place during the contracted day. Teacher leaders will lead career teachers in “cluster groups,” small professional development sessions focused on instructional improvement and increased student achievement on a weekly basis. Cluster groups are grade/subject specific and will have five to eight members. Professional development extends into each classroom as Master and Mentor teachers model lessons, observe instruction and support teachers to improve practice. In this way the professional development not only focuses on instructional strategies, but is also tied to observation results, teacher reflection and student assessment data thus leading to increased accountability. Master and Mentor teachers will structure professional development around: 1) the needs of students as identified through classroom assessments; and 2) the needs of teachers as identified through classroom observations.

#### **IPDM: Participative Decision Making**

The principal, Master teacher and Mentor teachers analyze student and teacher observation data for persistent areas of refinement. The team also monitors the research of specific student-based strategies by Master teacher and the vetted results to plan for cluster implementation. The findings of the team, regarding persistent areas of refinement throughout the school, will define the focus on future professional development. Master teachers use existing research and experts within and outside the TAP network to select student-learning strategies to meet the needs of the building and develop lesson plans to address the needs during weekly cluster trainings. As stated by Jerald (2009), “Importantly, the new instructional strategies introduced during cluster meetings are not just ‘best practices’ brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school’s improvement plan.” These specific strategies help teachers focus on how students learn and the methods they can use to enhance instruction.

In cluster trainings time is dedicated to analyze student work and determine the impact of a strategy on their students’ growth. Based on those results, they identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students, so they can measure progress towards mastering the targeted skills and are aligned to the Iowa Core.

#### **IPDM: Simultaneity**

All teachers are provided individual support and resources to improve their skills and raise student achievement. This support is based on the needs of the teacher as identified through observation data. The value of this support is magnified by the fact that teachers receive guidance from the same teacher leader throughout the year.

#### **Relationship of Roles and Responsibilities**

The GT/RA TLC Instructional Improvement Strategy strongly resembles the Iowa Professional Development Model, including how each of our roles fit together to strengthen instruction and improve student learning and achievement.

#### **Instructional Improvement Strategy: Roles and Responsibilities**

##### **1. Needs:**

The principal, Master and Mentor teachers, and the Technology Integrationist will use the TAP Rubric, Teacher Observation Scores, and Student Achievement Results as data for establishing needs and setting goals.

**2. Goals:**

The principal, Master and Mentor teachers, and the Building Leadership Team will set goals for improving teacher and learning.

**3. Content:**

The principal and Master and Mentor teachers will select the strategies that teachers will learn during Cluster Group Trainings aligned to the needs and the goals.

**4. Training:**

Principal and teacher leaders will design the school's learning plan for professional development through the the Cluster Group Trainings.

**5. Collaboration/Implementation:**

Continuous review/cycle as modeled in the Iowa Professional Development Model.

**6. Summative:**

The principal, Master and Mentor teachers and Building Leadership team will use the TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to determine effectiveness of the professional development plan.

Learners that will transfer a new skill into their practice as a result of:

- learning a theory - 5%
- learning a theory, and seeing a demonstration - 10%
- learning a theory, seeing a demonstration, and practicing during training - 20%
- learning a theory, seeing a demonstration, practicing with corrective feedback while training - 25%
- learning a theory, seeing a demonstration, practicing with corrective feedback, and receiving in-situation coaching - 90%

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.**

Student achievement will remain the first priority as the TAP model of professional development and teacher support is implemented. Current results from MAP (Measures of Academic Progress), Iowa Assessments and district created assessments will be used to develop a baseline for student achievement levels within the district. Scores from the 2015-16 school year will be compared to the baseline scores as a record of growth and increased student achievement.

Teacher growth will be measured using the observation and data collection tools that are available through TAP. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards that are based on 26 indicators of effective instruction and operationalized against a five-point scale rubric. Each teacher, including teacher leaders, is observed four to six times a year during announced and unannounced observations by multiple, trained and certified evaluators using the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards. Prior to announced observations, a teacher leader will meet with teachers for a pre-conference to discuss the upcoming observation. All observations are followed with a post-conference session between the observed teacher and the teacher leader to discuss reinforcements and refinements intended to help the teacher strengthen instructional practice. This is a growth model aimed at moving teachers along a continuum, and expecting all teachers, regardless of current skills, to grow professionally. The plan will be monitored using data collected from these observations. This data will allow professional development efforts to be adjusted to ultimately reach the longterm/year-end goals of increased teacher effectiveness and student achievement.

Student learning will be assessed to monitor growth using classroom data and district wide assessments. Data will be reviewed at classroom, grade, building and district levels, allowing an additional measure of plan effectiveness. This data is used to monitor results and adjust the focus of professional development as necessary.

Using the TAP data collection system, the leadership team can determine the impact of instruction for individual classrooms, cluster groups, attendance centers and district-wide. Progress is tracked in all areas of the TAP teaching rubric to identify areas of reinforcement and refinement. This data will be used to evaluate the effectiveness of professional development and follow-up assistance offered in weekly cluster group trainings.

Observation data stored in the TAP database will tell us where we are strong, as well as, areas in need of refinement. Goals will be established based on this data. Each school achievement plan will address how teachers and the teacher leaders will increase student achievement on formative and summative assessments. The plan will focus on achieving annual student goals through the application of research-based, field-tested instructional student strategies and measuring student progress in achieving those goals. The school plan is a living document that will provide the focus and direction for professional development. Therefore, if student needs change, the plan will change.

The TAP Leadership Team Checklist assists the building principal and teacher leaders in meeting the expectations of best practices in leadership, while providing a general timeline to develop, monitor and evaluate school plans and goals each year.

The checklist, designed to monitor progress throughout the year, is organized into four categories: School Plan and Goals, Cluster Operations, Individual Growth Plans and Evaluation Processes.

The TAP Program Review provides a snapshot of where each school is functioning in terms of the TAP implementation model. It measures how effectively TAP is being implemented at each school site. National TAP staff, in collaboration with district staff, will conduct the on-going evaluation using the TAP Implementation Rubric. Following the review each school will receive a Program Review Report. This report identifies both an overall area of reinforcement and refinement for the school. The program review process will provide leadership teams an opportunity to reflect on TAP implementation and ways they can further strengthen the implementation of TAP to achieve its goal of improved teacher quality and increased student achievement.

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)**



The likelihood that GT/RA Schools will successfully implement our TLC plan and see positive results in student achievement is extremely high. Our plan, based on the System for Teacher and Student Advancement (TAP), is the leading comprehensive school reform framework in the nation. Developed by the National Institute for Excellence in Teaching (NIET), the TAP system offers teachers and administrators a learning environment with opportunities to excel in their craft while improving student achievement. Impacting more than 20,000 teachers and 200,000 students across the country, TAP has a 12-year record of maximizing achievement growth for students. (NIET, 2014)

By implementing TAP, all staff will have access to significantly better data regarding teaching effectiveness. Student data will be used regularly throughout the year to drive professional development in cluster group trainings. TAP's definition and measures of effectiveness provide a rigorous model that includes measures of classroom practice and student achievement growth. TAP schools are raising student achievement at significantly higher rates than non-TAP schools, despite the fact that almost 97 percent of TAP schools are high-need. (NIET, 2014)

GT/RA is prepared, and motivated, to implement our TLC plan. Careful planning ensures the plan is financially sustainable. Infrastructure changes to the daily schedule will allow time for cluster group trainings to be held within the contract day. A rigorous selection process and on-going leadership training ensures that teacher leaders are equipped to lead our faculty through the change process. Survey results report that the TAP framework is not expected to be easy work, but is the right work for students and teachers at GT/RA.

#### **Sustainability**

In order to maintain the improvements realized by the TLC Plan, the District will focus on three specific sustainability factors as identified in *Sustaining Improved Outcomes: A Toolkit*. (Thomas & Zahn, 2010)

We will address infrastructure needs with a schedule, supported by adequate staffing that includes time built into the contract day for teachers to collaborate regarding student learning and the implications for future instruction.

Sustainability will be strengthened by increasing teacher skills, confidence, and interest in continuing the new way of working as defined by the TAP framework. Adopting the TAP framework not only gives us evaluation and checklist procedures vital to growth, but also includes the support of TAP trainers, online training modules and other resources to address refinement areas. Administrators, Master teachers and Mentor teachers will consult with certified TAP trainers twice per month for the first two years of implementation to develop necessary leadership skills. Other opportunities for growth include TAP Summer Institute, TAP Annual Conference and annual summer training for new and veteran staff. This support for staff and student growth will further embed a collective belief in the work we are doing and the importance of continuing our efforts.

The Superintendent will work to ensure the perceived value of adding the TAP framework to our “way of doing business” is clearly recognized by staff, school board members, the School Improvement Advisory Council, parents and the community.

The TAP Program Review, conducted by TAP staff and district administration, will be used to assess progress regarding teacher and student growth. The program review is ongoing, occurring throughout the school year. It provides a snapshot of where the District, as well as each building, is in terms of TAP implementation according to the national model. Regular feedback about the positive impact the TLC plan is producing will be shared with staff, the school board and community via the district website, newsletters and presentations by the superintendent and teacher leaders. As the perceived value of our plan increases, so will the overall desire and ability to sustain the proposed changes.

#### **Partnership**

Our TLC plan utilizes the TAP framework, evaluation tools, training and support available through NIET.

Administration and teacher leaders will work in partnership with TAP and NIET consultants throughout the implementation of the plan. This training and support will ensure a solid foundation for the TLC plan and allow us to build our capacity for the future. As more Iowa school districts adopt the TAP model for teacher leadership, the ability to share expertise and training costs will increase, making it more affordable and sustainable.

**Weekly Teacher Leader Planning Meetings:** The Principal, Master and Mentor teachers are required to meet on a weekly basis to develop, monitor, and assess the progress of the TLC goals and improvement plan. As such, they will also oversee all TAP activities aimed at meeting these goals.

This team's main responsibilities are outlined below:

- 1) Monitor progress toward goals to increase student achievement.

- 2) Plan for and monitor effective cluster group training that directly lead to increased teacher competency and student achievement in specific areas of need.
- 3) Plan and implement an observation and post-conference schedule while continually working to strengthen each team member's skill with observing and conferencing and using the data from observations to monitor and address inter-rater reliability in the observations.
- 4) Monitor Individual Growth Plans, how they are supported and movement toward meeting both student achievement and teacher improvement goals.

## 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.	\$40,803.00
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).	\$76,726.00

Amount used to provide professional development related to the leadership pathways.	\$60,167.16
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>	\$12,000.00
<b>Totals</b>	<b>\$189,696.16</b>

## 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	610.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$190,734.80
Total Allocation	\$190,734.80

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$189,696.16
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$1,038.64

## 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)

The vision of the TLC plan strengthens and extends the district vision. Implementing the TLC plan allowing principals and teacher leaders to foster and grow a culture for teachers and students where learning is pursued, supported, expected, and celebrated by all.

The GT/RA TLC Plan will utilize three of the four major components of TAP: multiple career paths, ongoing applied professional growth, and instructionally focused accountability, and will use the funding to realize the vision of our TLC plan.

**Salary and Stipends for Teacher Leaders:**

**Master Teacher:** Master teacher will be fully released from the classroom (100%). An important job focus will be planning and implementing weekly professional development/cluster group training, follow up support for Mentor and Career teachers, and field-testing. Master teacher will take on additional responsibility, and they will spend more time on the job than the typical classroom teacher. In addition to regular contract hours, Master teacher will attend weekly planning meetings outside of the contract day, as well as 20 additional contract days. Master teacher salaries and stipends will be funded with TLC monies.

**Mentor Teachers:** Mentor teachers may be partially released (up to 20%) from classroom duties. They may co-lead cluster meetings, and provide classroom-based follow-up and feedback on career teachers' instructional practices. In addition to regular contract hours, Mentor teachers will attend weekly planning meetings outside of the contract day, as well as 10 additional contract days. Mentor teachers will take on additional responsibility, and they will spend more time on the job than the typical classroom teacher. Mentor teacher stipends will be funded with TLC monies.

**Technology Integrationist:** Technology Integrationist must have expert curricular knowledge, outstanding instructional skills, knowledge of the role and integration of technology in the classrooms, and the ability to work effectively with other adults. They will be partially released from classroom duties and will spend time supporting teachers within their buildings. This will include team teaching modeling, co-planning, coaching and providing feedback. Technology Integrationist working with the district technology director will serve as technology leaders for their cluster groups, providing a communication route from career teachers to the Mentor teachers, Master teacher, and to the principal. Technology Integrationist are selected through a competitive, rigorous, performance-based selection process. They will take on additional responsibility and authority, and they will spend more time on the job than the typical classroom teacher. Technology Integrationist will be compensated with a \$4,000 stipend. Technology Integrationist will be funded with TLC monies.

**Building Leadership Team:** Building Leadership Team (BLT) members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that may not be addressed within the cluster group trainings (e.g. Technology Integration, PBIS). BLT members will receive a \$500 stipend, which is funded by TLC monies.

**Salary and Stipends for Teacher Leaders**

**Leadership Role**

**Number of Staff**

**Payment including benefits/FICA/IPERS**

**Total**

**Mentor teacher stipend**

3

\$ 6694.80

\$ 20,984.40

**Building Leadership Team stipend**

14

\$ 582.90

\$8160.60

Master teacher salary and stipend

1

\$76,726.08

\$ 76,726.08

Technology Integrationist

3

\$4,663.20

\$13,989.60

TOTAL \$119,860.24

Professional development for Leadership Pathways: \$46,500

The TLC Plan for GT/RA utilizes the TAP framework and will use a portion of the budget to retain the services and expertise of the National Institute for Excellence in Teaching (NIET) training staff to ensure a solid foundation on which to build the capacity of teacher leaders. It is important to note, that the \$30,000 fee for initial implementation support will be reduced by 50% or more in years two, three, and beyond as initial implementation support is lessened and costs can be shared with other TAP districts.

Professional Development for Leadership Pathways

Intended Audience	Activity	Total Expenditure
Time		
CORE Training: Leadership Skills, Examination of Rubric, Observation Certification	Master and Mentor Teachers and Tech Integrationist	
8 days		8 x \$1500 = \$12,000
On-site NIET support: On-going leadership training	Mentor, Master Teachers and Tech Integrationist	20 days per year
		22 x \$1500 = \$33,000
District Staff		TAP overview
	1 day	
1 x \$0 = \$0		

Other Costs: \$2,000

An added benefit provided within the TAP framework is unlimited access to CODE and the Learning Portal:

•The CODE System is a tool for storing and analyzing teacher observation data. The reports generated from CODE help educators identify strengths and weaknesses, and provide tools for ensuring that ratings are consistent among evaluators.

•The Training Portal provides access to every aspect of TAP training- from evaluation tools and professional development strategies to professionally filmed videos of teaching practice.

**Other Associated Costs**

<b>Item</b>	<b>Total</b>	<b>Amount Purchased</b>
<b>CODE/Portal Access</b>		<b>1</b>

**Summary:**

The combined TLC funding for Graettinger-Terril and Ruthven-Ayrshire will be used to hire Master and Mentor teachers, Technology Integrationalist, pay stipends to Building Leadership members and to provide Professional Development and training to improve student learning and skills.

**Total Expenditures and Income**

**Budget Category**

**Budgeted Amount**

**Estimated Expenses**

**Salary and Stipends for teacher leaders**

**Salary and Stipends for teacher leaders**

**\$119,860.24**

**Professional Development for Leadership Pathways**

**\$45,000**

**CODE/Portal Access**

**\$2,000**

**Teacher Quality Leadership Team Funds**

**\$10,000.00**

**General Fund Professional Development**

**\$12,836.46**

**Total**

**\$189,696.70**

**Estimated Revenue**

**TLC Grant Funds**

**\$189,696.70**

**TOTAL \$ 189,696.70**

**TOTAL \$189,696.70**