



Application

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

138113 - Shenandoah TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: Shenandoah Comunity School

Organization Type: K-12 Education

DUNS:

Organization Website:

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Shenandoah Iowa 51601
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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Monte Munsinger
Title Director of Curriculum, Special Programs, Equity
Organization Shenandoah School District

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

Address 304 West Nishna Road

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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 Kerri Nelson
Title Superintendent
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County(ies) Participating, Involved, or Affected by this Proposal	Page County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	12
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	24
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

The goals of the grant illustrate that our goal is to help all teachers improve which will help all students' achievement improve.

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.

Monte Munsinger

Title of Person Submitting Certification

Director of Curriculum, Special Education, Equity

Recipient Information

District	Shenandoah Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	73-5976
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Dr.
Name of Superintendent	Kerri Nelson
Telephone Number	712-246-1581
E-mail Address	nelsonk@shencsd.com
Street Address	304 West Nishna Road
City	Shenandoah
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51601

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Monte Munsinger
Telephone Number	712-246-1581
E-mail Address	munsingerm@shenandoah.k12.ia.us
Street Address	304 West Nishna Road
City	Shenandoah
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51601

Demographic Profile

October 2014 Certified Enrollment	979
October 2014 Free/ Reduced Lunch %	55
AEA Number	13
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

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:

Despite efforts to implement effective MTSS processes, effective professional learning communities, the Iowa Core, and new curriculum materials, student achievement data is not at the 100% proficiency mark we desire. The Shenandoah District seeks 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 our schools to ensure all students are college, career, and citizenship ready.

Proposal:

TAP™: The System for Teacher and Student Advancement is an evidence-based framework to attract, retain, develop and motivate talented people to the teaching profession. Because of its broad-based support, results and high demand, TAP is now managed and supported by the National Institute for Excellence in Teaching (NIET). Schools using TAP consistently demonstrate success in student achievement growth and increased teacher effectiveness. The Shenandoah 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 Shenandoah Schools, to provide opportunities that stretch student and staff capabilities is clearly aligned to the theory of action proposed by the state of Iowa. The TAP model provides the framework to develop consistent quality instruction in an environment where learning is pursued, expected and celebrated by all.

The Teaching Skills, Knowledge and Responsibilities Performance Standards Rubric will be the backbone of the instructionally focused accountability element and supports current efforts to implement the Iowa Core and effective instructional strategies. The rubric, closely aligned with effective instruction identified within the Iowa Core, defines 26 indicators of effective instruction and outlines how they are demonstrated at different levels of performance. Our TLC model allows teachers to pursue a variety of teacher leadership positions:

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 meeting the needs of the teachers within the building. This will include team teaching, modeling, coaching, giving regular feedback and conducting observations and post-conferences. An important job focus will also be planning and implementing cluster group training, as well as weekly planning sessions with the Mentor teachers and the building principal.

Mentor teachers are selected through a competitive, rigorous, performance-based selection process as well. Mentor teachers will be partially released from classroom duties. Mentor teachers are actively involved in enhancing and supporting the career teachers' teaching experience. Mentor teachers will attend weekly planning sessions with the Master teacher and the building principal. The planning sessions mentioned within the Master and Mentor teacher roles will monitor student achievement goals, plan effective professional development, and establish a schedule for teacher observations and post-conferencing. In addition, this team will work to strengthen their own skills of observation, effective coaching, and instructional strategies.

Building/District 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 trainings (i.e. Technology Infusion, Building Culture).

Ongoing job-embedded professional development designed to support teachers is an essential element of our TLC plan. Expert Master and Mentor teachers will deliver professional development focused on instructional improvement and increased student achievement on a weekly basis. Cluster groups will have five to eight members and will be scheduled within the contract day. Professional development extends into each classroom as Master teachers support the individual needs of teachers. Student achievement will remain the first priority as the TAP model of professional development and teacher support is implemented. Current results from State and District created assessments will be used to develop a baseline for student achievement levels within the District. Scores from the 2016-17 school year will be used to identify growth and increased student achievement. In addition, teacher growth will be measured by utilizing the evidence based instructional rubric and data collection tools that are offered through the TAP framework. The Shenandoah TLC model ensures that new teachers have multiple opportunities to receive the necessary support for a successful entry into the teaching profession. This plan ensures all teachers participate in weekly professional development and receive follow-up support from Mentor or Master teachers. In addition, new teachers will receive

specific instruction designed to meet their unique needs during pre-service days and regularly scheduled monthly meetings. Shenandoah is prepared, and motivated, to implement the TLC plan. Careful planning ensures the plan is financially sustainable. Infrastructure changes to the daily schedule will allow time for cluster group trainings within the contracted day. A rigorous selection process will ensure that the right people will be leading faculty through the change process. Survey results tell us that the TAP framework is not expected to be easy work, but indeed the right work for both students and teachers at Shenandoah Schools.

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).

The Shenandoah School District used the planning grant and planning time over the last two years to develop a high quality plan for developing teacher leadership. Our process engaged key stakeholders in the development of the plan, engaged a broader group in providing feedback, and helped to create broad support for our approach from a range of groups and individuals in our community.

Our primary goal in this work is to create meaningful and impactful roles for teacher leaders that position them to help drive our overall academic and instructional goals. While we have long desired to more effectively engage teacher leaders, and to support principals in developing distributed leadership structures in their schools, achieving this goal among other competing demands has been a challenge. With the support offered by the state for a planning and engagement process, we have been able to work together with our stakeholders to see how we can better align academic and instructional goals with the way we deploy expertise and talent in our district. We have also used this process to develop a more effective approach to attracting and integrating new talent into this system.

Beginning in December of 2013 we had a small committee of two administrators and three teachers to explore and learn more about Teacher Leadership and compensation. Over the past two years, our committee has grown to include members that effectively represent a cross-section of our district. The multiple perspectives have helped us to plan for effective teacher leadership and compensation in Shenandoah. The TLC plan development process has already fostered leadership among the staff and built ownership of the plan. The TLC committee truly drove the plan development process.

Committee Members

- District Administrators - 2
- Building Administrators - 3
- Elementary Teachers - 2
- Middle School Teachers - 3
- High School Teachers - 3
- Special Education Teacher - 1
- Teachers Union Officers - 3
- Parents - 2
- School Board Members - 2

Meeting Dates (Admin/Teacher Sub Committee)

- 12/6/2013 - TLC/TAP workshop in Carson (Full Day)
- 1/13/2014 - Ground level vision, planning, and brainstorms for plan parts (½ Day)
- 2/24/2014 - Ground level vision, planning, and brainstorms for plan parts. Decided to wait to submit plan until year 3 (½ Day)
- 2/3/2015 - Discussed expansion of the committee, work on part 2 (½ Day)
- 2/26/2015 - AEA TLC Workshop in Harlan (Full Day)

Meeting Dates (Full Committee)

- 7/8/2015 - (2 Hours)
- Build general understanding around Teacher Leadership and Compensation (TLC)
- Build vision for great teaching in Shenandoah
- Evaluate and build consensus around a teaching rubric for Shenandoah
- 7/22/2015 - (4 Hours)
- Review Teacher Leadership and Compensation (TLC)
- Build vision for great teaching in Shenandoah
- Build consensus for overall TLC model
- Begin work on Part 1, 2, and 5 of Shenandoah's application
- 8/11/2015 - (2 Hours)
- Prepare for presentation to staff August 18
- Work on Part 5 and 6 of Shenandoah's application
- 9/1/2015 - (2 Hours)
- Review and finalize plan Parts 2, 5, and 6
- Discuss and plan for Shenandoah TLC budget Part 10

- Read and investigate example plans for Part 8
- Review suggestions received from 9/10/2015 peer review of plan
- Review and finalize plan Parts 7, 8, 9, and 10
- Begin work on plan parts 1, 3, and 4
- 9/16/2015 - (2 Hours)
- Planning conversation with Michael Derrick (TAP Consultant)
- Finalize all plan parts and prepare for submission

TLC Planning funds were used to hire subs to release committee classroom teachers to attend professional development regarding TLC and to pay teachers for their off contract planning time in the evenings and summer. The committee spent many hours learning about the TLC planning process, researching models, and writing the district TLC plan. After researching several models for teacher leadership and instructional observation rubrics, our committee came to unanimous consensus supporting the implementation of TAP as our model for TLC as it closely aligned with the group's developed vision and goals for the TLC plan (see Part 2). All individuals in our planning committee voiced their support for TAP as an instructional rubric, framework for professional development and structured response to data. The TLC planning committee was instrumental in the entire decision making process. Interest in Leadership Positions: A recent survey of teachers identified the following interest in Teacher Leadership Positions:

- 9 Teachers were interested in Master Teacher Roles
- 17 teachers were interested in Mentor Teacher Roles
- 16 teachers were interested in being a Career Teacher with other leadership opportunities like BLT/DLT

Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

TLC Vision: Students in every classroom are inspired and challenged by high quality teaching made possible by a system of time, support, and embedded professional development from one teacher leader to another. The vision of the Shenandoah Teacher Leadership and Compensation plan aligns with the local vision of learning by all as stated in the district vision statement, “opportunities that stretch student and staff capabilities.” Implementing our TLC plan will provide many opportunities for such growth, as staff collaborate and learn from each other’s leadership within the teaching staff. Our TLC plan will foster and grow a culture where learning is pursued, supported, expected and celebrated by all.

TLC Goals

Shenandoah TLC Committee Goals	Iowa TLC Goals
<ul style="list-style-type: none"> •increase student achievement by increasing the capacity of teachers to deliver high quality instruction 	<ul style="list-style-type: none"> •Improve student achievement by strengthening instruction.
<ul style="list-style-type: none"> •foster effective collaboration between classroom teachers, teacher leaders, and administrators providing individualized professional development toward improved instruction in every classroom 	<ul style="list-style-type: none"> •Promote collaboration by developing and supporting opportunities for teachers in school districts to learn from each other.
<ul style="list-style-type: none"> •develop teacher leaders empowered to coach, mentor, and support their peers in the process of delivering high quality instruction 	<ul style="list-style-type: none"> •Reward professional growth and effective teaching with pathways for career opportunities with increased leadership responsibilities and compensation.
<ul style="list-style-type: none"> •provide career advancement opportunities, aligning leadership roles with appropriate compensation 	<ul style="list-style-type: none"> •Attract able and promising new teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities. •Reward professional growth and effective teaching with pathways for career opportunities with increased leadership responsibilities and compensation.
<ul style="list-style-type: none"> •attract and retain high quality teachers by consistently valuing leadership and supporting individual growth 	<ul style="list-style-type: none"> •Attract able and promising new teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities. •Retain effective teachers by providing enhanced career opportunities.

The significant systematic shifts in teaching and learning proposed in the TLC plan build a leadership structure with the necessary ongoing skill development, teacher support, accountability that will produce student achievement increases from the current 2014-2015 achievement levels below:

Shenandoah District Iowa Assessment Data 2014-2015	
Level	Reading % Proficient
Math % Proficient	Science % Proficient
District	78.4%
79.5%	79.8%
3-4	79.7%
83.3%	84.1%
5-8	76.9%
74.7%	78.3%

88.5%	78.2%
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In the Shenandoah District Annual Progress Report (APR), we set a goal to meet AYP by reducing the percent of students that are non-proficient for reading and math in the district, each building, and each subgroup by 10 % annually. Our science goal on the APR was to increase the percent proficient by one percentage point in the district, each building, and each subgroup annually. As a district, we made progress toward the goal in most subjects/subgroups measured, but we only met the goal in one area (Math - all students).

As demonstrated by the following School Ranking reports Shenandoah district students demonstrate above average proficiency rates, but below average growth. ACT scores demonstrate that Shenandoah students achieve lower than the state average on the ACT. We know that improving individual teachers' capacity to deliver outstanding instruction aligned with Iowa Core standards will result in increased achievement and growth. TAP will give us the framework to assess instruction, data, and plan accordingly to impact student achievement.

TLC will allow us to create greatly needed teacher leadership positions that will be critical to implementing and sustaining change necessary to ramp up student achievement. Increased career/leadership opportunities for staff include Master teacher, Mentor teacher and Building Leadership Team positions. These roles will support frequent, consistent, and embedded professional development aimed at strengthening instruction and increased student achievement. Professional development efforts will be offered in a collaborative group structure with ongoing support built into the plan. These roles are clearly explained in Part 5 of the district TLC plan.

Using Part 3 application narrative from previous submission? No

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

The goals of the district's TLC plan align to the goals of the state, and will be supported through our partnership with National Institute for Excellence in Teaching (NIET) Best Practices Center (BPC)

Current District Initiative:	Objective of Initiative:	How does the TLC plan connect to, support or strengthen the initiative?
<p>Effective Strategies for Teaching and Learning</p>	<p>Improve instructional and classroom management skills to increase student learning</p>	<p>We will use the NIET Teaching Standards or “rubrics” as the foundation of our focus on continual improvement. Based on the work of Rowley (1999) and various teacher accountability systems, it closely aligned to the five characteristics of effective instruction within the Iowa Core.</p> <p>The 26 indicators in the NIET Teaching Standards focus on four key elements that will be evaluated during classroom observations by teacher leaders:</p> <p>Instruction, Learning Environment, Designing Instruction and Teacher Responsibilities.</p> <p>To measure teaching skills, knowledge and responsibilities, the rubric defines 26 indicators of effective instruction and determines how they are demonstrated at different levels of performance.</p> <p>Principals and teacher leaders will be trained and certified by NIET national staff before training, implementing or observing using the rubric's components.</p> <p>All teachers will receive instruction on each skill through weekly cluster groups and continuous follow up support. The rubric will be revisited the first eight weeks of each new school year for all staff during cluster group trainings as well as in new employee training.</p>

<p>Iowa Core Implementation</p>	<p>Support teachers in their understanding and implementation of the Iowa Core academic standards to increase student learning in all areas.</p>	<p>Improving the quality of teacher instruction has a direct correlation to raising student achievement. (Marzano, 2011) The Teaching Skills, Knowledge and Responsibilities Performance Standards, closely aligned to the Iowa Core will be the focus of instruction in weekly cluster group meetings led by Master and Mentor teachers with continuous follow-up support until evidence from teacher observations demonstrate competency and consistency of implementation. Intense focus within weekly cluster group meetings, thru examination of student data, engagement in collaborative planning and learning instructional strategies that have been field-tested in our schools, will ensure the district's systemic capacity to meet the intentions of the Iowa Core and increased student learning. In addition, follow-up support and professional development continues into each classroom as master teachers model lessons, observe classroom instruction, and support other teachers to improve their teaching in all areas.</p>
<p>Rigorous and Relevant Curriculum</p>	<p>Increase learning opportunities for students to reach the upper levels of Bloom's Taxonomy</p>	<p>The NIET rubric includes 6 standards aimed at increasing higher order thinking skills. This will directly impact the level of rigor observed in classrooms.</p>

<p>Professional Learning Communities</p> <p>MTSS Processes</p>	<p>Collaborate with subject/grade level colleagues regarding student data and implications for instruction.</p>	<p>The district's TLC plan supports and enhances previous PLC work by providing time within the contract day for effective collaborative groups to engage in the critical work of PLCs.</p> <p>Master and Mentor teachers will assist in examining collected data and identify areas in need of refinement. Cluster group meetings, led by Master and Mentor teachers, will help PLCs to better meet the needs of students by implementing research-based, field-tested lessons that are proven to produce positive results.</p> <p>Cluster group meetings also identify students that need targeted interventions.</p>
<p>Iowa Professional Development Model</p>	<p>Determine effectiveness of PD by reviewing and adjusting instruction that results in improved instructional practices and increased student achievement.</p>	<p>Under the district's TLC plan weekly (principals and Master/Mentor teachers) will follow an agenda with one or more of the following responsibilities as a focus:</p> <ol style="list-style-type: none"> 1. Analyze student needs. 2. Set student achievement and teacher growth goals. 3. Select instructional content. 4. Design professional development. 5. Deliver professional development <ol style="list-style-type: none"> 5a: Provide training opportunities 5b: Support implementation in classrooms 5c. Ongoing data collection to inform training needs 6. Evaluate results. <p>Building Leadership Team meetings (principals, master and mentor teachers) will be held monthly and will follow the same criteria for professional development.</p>

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)

Shenandoah Schools strive to improve teachers' entry into the profession. This component of TLC aligns closely with the District TLC Goals:

1. Increase student achievement by increasing the capacity of teachers to deliver high quality instruction
2. Foster effective collaboration between classroom teachers, teacher leaders, and administrators providing individualized professional development toward improved instruction in every classroom
3. Develop teacher leaders empowered to coach, mentor, and support their peers in the process of delivering high quality instruction
4. Provide career advancement opportunities, aligning leadership roles with appropriate compensation
5. Attract and retain high quality teachers by consistently valuing leadership and supporting individual growth

Current Induction and Mentoring Program

New faculty are part of a collegial system of support, and working toward well-defined goals. They have rich learning and reflection opportunities around the Iowa Professional Teaching Standards. New staff develops and shares their electronic portfolio demonstrating implementation of the Iowa Professional Teaching Standards. They also have the opportunity as they develop to take on leadership roles themselves, providing a motivation for them to remain in the profession. The mentoring process helps staff better understand the connection between their own practice and their students' achievement, supporting our district efforts to emphasize a growth mindset.

Our TLC plan address three deficiencies in induction programs noted in research: 1) a lack of ongoing training or compensation for training, 2) limited or no release time to observe high quality teaching in other classrooms or to engage in instructionally focused collaboration, and 3) a lack of identified experts within the district to provide intensive support to new teachers. The district's TLC system, with support from NIET, will address these gaps for the purposes of improving the entry of new teachers into the profession.

Ongoing Professional Development and Compensation - TLC Goals 1, 2, 3 4, and 5:

With this proposal, new teachers will receive substantial and intensive training. This training provides new teachers with a deeper understanding of their practice and content knowledge, and a systems approach to analyzing and reflecting on their practice. In addition, new and veteran teachers will gain an understanding of the power of professional collaboration and the importance of knowing their students. These standards define expectations for quality classroom instruction accompanied with a rubric and support from Mentor and Master teachers help new teachers meet these expectations. Each teacher will also receive weekly follow-up support from Mentor or Master teachers to help implement new learning. New and veteran teachers also have the opportunity to receive individual support that is specific to instructional needs and student learning data.

Funding for Release Time - TLC Goals 2 and 3:

Master and Mentor Teachers will provide release time to first and second year teachers so they may observe teaching in other classrooms and engage in instructionally focused collaboration. The plan provides career teachers the opportunity to participate in release time as necessary to refine areas of practice identified through the process of peer review.

Master Teacher release time is available for demonstration or model lessons, peer review, observation of teachers, team teaching and planning professional development, and to help create the academic achievement plan for the school.

Mentor Teachers serve as a liaison between the Master and Career Teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. Master and Mentor Teachers will provide release time to initial teachers to observe model teachers and collaborate with their mentors. This model ensures that initial teachers will be guided and supported in their practice.

Mentor Teacher release time is available for coaching and modeling for their mentees, observations and peer review. Funding from the district's TLC model will ensure all Master teachers, Mentor teachers, and principals attend an extensive core training during the summer before initial implementation. This initial core training includes an overview of leadership team protocols, effective cluster group trainings and research-based field-testing procedures.

Identified Experts within the District - TLC Goals 3, 4, and 5:

The district's TLC plan emphasizes experts in the district by identifying them as Master and Mentor teachers. In order to retain new teachers, they must gain confidence in their practice, choose to continue teaching as a career and view their profession as one that offers opportunities for advancement. To support this goal, it is critical for these new

teachers to have access to an array of highly qualified and experienced teachers to support them in the development of teaching techniques and pedagogy. The TLC plan improves teacher induction into the teaching profession by providing intensive support, meaningful, formative peer review of the new teachers' performance, scheduled time for beginning teachers and mentors to work together, and increased relevant opportunities to go deeper into the Iowa Teaching Standards.

New teachers will be part of the data team process with Teacher Leaders and will study, practice and reflect upon professional responsibilities, lesson plan development and instruction. The TLC system creates a powerful, self-sustaining approach to building leadership and expertise within the District- a "train the trainer model". Teacher leaders can help new teachers take an active role in their continuous improvement and put emphasis on student achievement. In addition, career teachers see there is an opportunity to grow and advance in the teaching profession as a Teacher leader.

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.

Model 3 - Comparable Plan

The TAP Model helps the district meet the 5 "Must-Haves" for Local Plans

- Minimum Salary - already met (demonstrated in Part 10 Budget)
- For new teachers: Additional coaching, mentoring, and opportunities for observing instructional practice
- TAP Leadership Roles allow a structure to insure effective mentoring modeling, feedback and reflection based on the TAP rubric. See Part 4.
- Differentiated, multiple, meaningful teacher leadership roles - The TAP leadership roles are outlined in this Part 5
- Rigorous selection process for leadership roles - See Part 6
- Aligned professional development - See Part 3 and Part 7

TAP Master Teacher Roles & Responsibilities (1 per building/3 in district)

Master teachers are full release from regular classroom teaching

Leadership Team Participation

Master teachers as a members of this team are to: analyze student data and identify student learning goals; develop a school academic achievement plan; create a school assessment plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability.

Cluster Group Planning & Implementation

As a cluster group leader, the master teacher will be responsible for: developing the long-range cluster plan, weekly cluster group meeting records, and activities with other members of the leadership team; overseeing and leading, co-leading or attending selected cluster meetings weekly following the STEPS for Effective Learning; providing appropriate follow-up in the classroom; and assessing all cluster groups' progress toward goals.

Manage Teachers' Individual Growth Plans (IGPs)

The master teacher oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom-based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.

Observations/Conferencing

The master teacher conducts classroom observations and conferencing for both announced and unannounced visits.

Classroom Follow-Up

The master teacher provides support following every cluster meeting (e.g., observation/feedback, model teaching, demonstration lessons and team teaching following every cluster meeting and in individual teacher mentoring situations).

Professional Growth

While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with the TAP Director (administrative position funded with in-kind funds) and other Master teachers to enhance their skills and provide their teachers with only the best instructional interventions and strategies. In some cases, Mentor teachers will also attend selected in-service training sessions.

Overview of Master Teacher Position

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to career teachers. They also spend some time teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources.

They are partners with the principal in observing other teachers. Master teachers may also partner with the principal in sharing some of the responsibility of interacting with parents.

Roles & Responsibilities

- Analyze school-wide student data as the basis for developing a school plan.
- Develop the school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks.
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching toward meeting teachers' IGP goals.

- Provide feedback for teacher performance using the TAP Rubrics and conduct follow-up teacher conferences.
- Participate in all TAP trainings and become a Certified TAP Evaluator.
- Attend professional development meetings.
- Work expanded calendar year of 20 days.

TAP Mentor Teacher Roles & Responsibilities (4 - ES, 3 - MS, 3 - HS/10 in district)

Mentor teachers are released from classroom teaching approximately 2 hours per week for their leadership roles.

Leadership Team Participation

TAP leadership team (TLT) is responsible for the overall implementation of TAP. Some of the responsibilities a mentor teacher will have as a member of this team are to: analyze student data to identify professional needs; develop an academic achievement plan; create a school evaluation plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher observation results; and maintain inter-rater reliability.

Cluster Group Planning & Implementation

With cooperation and oversight from the master teacher, the mentor teacher develops the long range cluster plan and weekly cluster group agendas and activities, following the STEPS for Effective Learning. Mentor teacher leads or co-leads weekly cluster meetings and maintains the cluster group record. When time permits, Mentor teacher also provides appropriate classroom follow-up.

Supports Individual Growth Plans (IGPs)

With oversight from the master teacher, the mentor teacher facilitates teachers in developing their goals and acquiring instructional interventions with proven results. He/she is also responsible for enhancing teacher proficiency with classroom-based follow-up, and for ensuring that the progression of teacher skill development is aligned with changing student needs. The mentor teacher conducts classroom observations and conferences for both announced and unannounced visits.

Classroom Follow-Up

The mentor teacher provides observation/feedback, model teaching (demonstration lessons) and team teaching following every cluster meeting and with individual teacher mentoring situations.

Overview of Mentor Teacher Position

Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings and, as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self and team-directed.

Roles & Responsibilities

- Through analysis of student data, create the school academic achievement plan. With oversight of the master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up.
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching toward meeting teachers' IGP goals.
- Provide extra support to new teachers through the induction process.
- Provide coaching on teacher performance using the TAP Rubrics.
- Participate in all TAP trainings and become a Certified TAP Evaluator.
- Work an expanded calendar year of 10 days.

Career Teacher: All teachers including those with Initial & Standard Licenses

Overview of Career Teacher Position

The primary difference between the role of the career teacher in the TAP model and the role of the traditional teacher (prior to implementing TLC systems) is that the career teacher routinely teams with more experienced master and mentor teachers. This team-teaching environment provides necessary support to the career teacher. This teaming also builds an induction program into the staffing system. As a result, the new teacher will not experience the feelings

of isolation and frustration that many new teachers have. The career teacher also collaborates on lesson planning and develops expertise in all areas of instruction by working directly with mentor and master teachers.

Roles & Responsibilities

- Attend cluster group meetings.
- Meetings should occur at least once a week for one hour. During these meetings, career teachers are expected to attend and be prepared to participate in all aspects of the meeting.
- Collaborate in the classroom with master and mentor teachers.
- In conjunction with cluster groups, career teachers will be paired with a master and a mentor teacher who will, in each teacher's own classroom, provide instructional support to increase teacher expertise, and hence, student achievement. This team-teaching environment will allow the master/mentor teacher to observe the career teacher regularly.
- Variations of this one-to-one pairing may occur, depending upon financial viability and the number of qualified teachers at a school site.
- Participate in TAP's Instructionally Focused Accountability System.
- All teachers in TAP schools will be evaluated 4-6 times during the year by multiple observers using the TAP Rubrics as the measurement tool.
- With assistance from the master/mentor teachers, career teachers develop expertise through creating and maintaining an Individual Growth Plan (IGP).
- In alignment with the teacher's refinement area (as identified during the TAP evaluation process) and his/her students' academic needs, the teacher will be asked, with ongoing support from the master/mentor teachers, to develop and maintain a TAP IGP.
- Career teachers work a traditional calendar year.

Leadership Team

The Leadership team consists of Master Teachers, Mentor Teachers and the Principal. They meet weekly to monitor student achievement and Career Teacher growth.

The role of the leadership team and of the individual members within the leadership team is clearly defined by the four essential tasks of EVERY leadership team:

- To develop and monitor progress toward meeting school plan goals leading to increased student achievement.
- To plan for and monitor effective cluster operations that directly lead to increased teacher proficiency and student achievement in specific areas of need.
- To plan and implement an evaluation and post-conference schedule while continually working to strengthen each team member's skill with evaluating and conferencing, and to use the data from the evaluations to monitor and address score inflation.
- To monitor Individual Growth Plans, how they are supported, and movement toward meeting both student achievement and teacher improvement goals.

Shenandoah School District currently utilizes teacher leadership in the form of a district professional development team, and building leadership teams. Teachers already provide excellent leadership in planning for success. The district is excited for this leadership to grow to include monitoring of implementation and an individualized professional development processes.

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.

Multiple Career Paths

Reconfigure Staff

- Based on the 1-29 ratio of master teacher to career teachers, Shenandoah identified the need for 1 master teacher per building (3 for the district).
- Based on the 1-9 ratio of mentor teacher to career teachers, Shenandoah identified the need for 4 mentor teachers in the elementary and 3 in each of the middle and high schools (10 for the district).
- Master/Mentor job descriptions were developed.

Ensure an open & competitive selection process for Master & Mentor Teachers

Hiring

- Committee (district administration - Superintendent and TAP Director, building principals, career teachers and NIET senior program specialist) reviews applications, conducts the selection process and makes recommendations to the superintendent for filling positions.
- Inform the faculty of positions for master and mentor teachers and the qualifications required for selection through internal posting.
- Actively seek candidates for master and mentor positions within the school district and if needed outside of the district.
- Competitively hire all positions.
- Require candidates to submit proof of student learning gains attributable to the candidate's instruction.
- Use TAP/district qualifications to evaluate master and mentor candidates.
- Conduct personal interviews with candidates by multiple interviewers.
- Observe classroom performance or require an instructional demonstration by candidates using the TAP Rubrics.

Ensure that Teacher Leaders are able to fulfill their Job Responsibilities

- Establish a way to provide 1-2 hours of student-free time a week (not cluster time) for mentors to fulfill their responsibilities.
- Specify the number of additional contract days for Master teachers and (20 days).
- Specify the number of additional contract days for Mentor teachers (10 days).
- Assign Master and Mentor teachers to a cluster group of Career teachers.

Suitability for teacher leadership roles

The following Teacher Performance Standards will be considered in the hiring process of Master & Mentors.

Experience

1. 3 years of teaching experience
2. 1 year of experience teaching in the district

Staff Development

1. Leads the design and delivery of research-based professional development activities for cluster group.
2. Presents new learning in cluster that is supported with field-tested evidence of increased student achievement.
3. Models new learning in cluster meetings and in classrooms demonstrating how to effectively implement the skill developed in cluster meetings.
4. Provides access to materials and research-based instructional methods to cluster group members.
5. Works with cluster team members to plan instruction and assessments during cluster development time.
6. Guides and reviews the cluster members' growth plans.

Instructional Supervision

1. The master/mentor teacher provides specific evidence, feedback, and suggestions during coaching identifying areas of reinforcement and refinement.
2. Advances the career teacher's knowledge of state and district content standards and the TAP Rubrics.
3. The master teacher observes and guides the mentor teacher's professional relationships and responsibilities to career teachers.
4. Guides, supports, and monitors the IGPs of teachers.
5. Identifies resources for career teachers that enhance instructional planning, assessment design, and classroom management.
6. Provides follow-up and support (e.g. demonstration lessons, team teaching, observations with feedback) to

teachers.

Community Involvement

1. Supports school activities and events.

School Responsibilities

1. Works with leadership team members in developing appropriate school and cluster plans to target student academic and teacher instructional needs.
2. Supports the analysis of school and student achievement data to identify strengths and weaknesses and make suggestions for improvement.
3. Communicates the visions and decisions of the TAP Leadership.
4. Assists the administrators in inducting new teachers into the TAP school environment and process.

Professionally

1. Develops and works on their (IGP), which includes new learning based on school goals, self-assessment, and feedback from observations.
2. Includes activities on their IGP to enhance content knowledge in order to increase their proficiency.

Reflecting on Teaching

1. Assesses the effectiveness of their instruction, as evidenced in cluster by the new learning modeled and the student work presented from field tests.
2. Considers the varied strengths and weaknesses and personal/cultural differences of adult learners through actions that promote effective teaching with all cluster members.
3. Plans, offers, and implements specific alternative actions to improve teaching.

Annual Review

All leadership positions are hired as 1 year positions and will be reviewed annually. The TAP instructional rubric will be used as an evaluation tool as well as peer feedback.

When considering career teachers for mentoring positions and/or mentor teachers for master positions CODE data will be a selection criteria. CODE is a data management tool for storing and analyzing teacher observations and/or student teacher data.

The TAP process is our school improvement process. We will need the TLC funds to continue to support this work. TLC funds will be used to support the leadership development of teacher leaders. Other district funds will help support learning opportunities for our TAP leaders. These opportunities may include the yearly TAP national conference as well as the Summer Institute for TAP schools. Funds will also be used to continue support in district with NIET on-site coaches and facilitators. Also, the Leadership Team format supports the professional development of all teacher leaders at the weekly leadership team meetings.

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.

Role of Teacher Leaders in creating and delivering PD

In the past, professional development has been offered to teachers, but we have not had a systematic way of knowing if teachers applied it in their classrooms, or what the outcomes were for students. Our TLC plan will enable our district to build expertise within the district and within schools, so we can create and deliver targeted professional development designed to meet our student and teacher needs. Perhaps most important, our system will enable us to know that high quality PD was delivered, that every teacher received it, and ultimately that students demonstrated achievement growth as a result of every teacher implementing learned changes in his/her classroom.

Since improvement in instruction across the faculty is the driving force behind our plan, teacher leaders must receive appropriate training to be able to take on their roles and responsibilities. Through this training, they will be able to develop and provide professional development to teachers in their buildings and across the District at varying levels. This plan provides training for teacher leaders through NIET (National Institute for Excellence in Teaching) and focuses on the NIET teaching Standards to ensure they are effective in their roles and have a clear understanding of how to help teachers to improve their practice across a range of instructional indicators. Every Master and Mentor teacher will receive extensive CORE training on the NIET Instructional rubric during the summer prior to implementation of the district's TLC system. The CORE training includes in-depth exploration of four domains and 19 instructional indicators, specific instruction on the peer review process and how to provide effective feedback, data team meetings to monitor and adjust our efforts, how to run an effective weekly cluster meeting, coaching, and how to conduct competent field-testing of classroom strategies.

Alignment of our plan with 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. 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. The building principal and teacher leaders will analyze data regularly during weekly cluster groups to ensure that the professional development remains focused on improving student outcomes through improved instruction. Finally, leadership roles work to coordinate synthesis of summative data with respect to the impact of professional development on classroom instruction.

Participative Decision Making

All professional development is based on student learning needs. The principal, Master teacher and Mentor teachers analyze student and teacher observation data to identify areas for improvement. The team also monitors the specific student-based strategies selected and field tested by Master teachers and how they are delivered to teachers in cluster group. Master teachers use existing research, their own contacts, and experts within and outside the NIET 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.

Master and Mentor teachers lead cluster trainings. Time is dedicated to analyzing student work and identifying areas of need. Next a strategy is introduced that has been field tested and demonstrated to be effective with students in the building. The teacher leader models the delivery of the strategy. Development time is allotted for teachers to plan how they will incorporate the strategy into an upcoming lesson. The teacher leader then determines her schedule for following up with each teacher to ensure they are able to effectively deliver the strategy in their classroom.

Additionally, teachers are required to administer pre- and post-assessments to their students, so they can measure

progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the Iowa Core.

Based on those results, teacher leaders work with teachers to identify modifications or extensions they may need to provide to their students.

Simultaneity

Professional development does not end with the cluster meeting. 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. This ensures that the teacher leader, as the provider of professional development and observations, has had an active role in tracking the progress and needs of a specific teacher.

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 growth measurement

Student achievement will remain the first priority of our proposed TLC system. Current results from Iowa Assessments, EasyCBM, FAST, and district created assessments will be used to develop a baseline for student achievement levels within the district. Scores from the 2016-17 school year will be compared to the baseline scores as a record of growth and increased student achievement. In terms of short term measures, teacher leaders will work with teachers to develop, use and analyze formative assessments of student learning through the cluster group process.

Teacher growth will be measured using the observation and data collection tools that are available through NIET. Teachers will be held accountable for meeting the standards for effective teaching in the NIET rubric. The rubric includes 19 indicators of effective instruction, operationalized against a five-point scale rubric. Each teacher, including Master and Mentor teachers, will be observed during announced and unannounced observations by teacher leaders. 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. This will provide both short term and long term measurement of teacher learning and growth.

The plan will be monitored and adjusted using data collected from these observations and student learning. This data will allow professional development efforts to be adjusted to ultimately reach the long-term/year-end goals of increased teacher effectiveness and student achievement. Student learning will be assessed throughout the year 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. Teacher leaders will use this data to monitor results and adjust the focus of professional development as necessary.

Using the NIET tools for data collection, teacher leaders, building principals, and district administration can determine the impact of instruction for individual classrooms, cluster groups, attendance centers and district-wide. Progress is tracked in all areas of the 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 database will tell us where we are strong, as well as, areas in need of refinement. Goals will be established based on this data and will likely vary from building to building. 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 an evolving plan that will provide the focus and direction for professional development. Therefore, as student needs change, the plan will change. The Leadership Team 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 overview, designed to monitor progress throughout the year, is organized into four categories: School Plan and Goals, Cluster Operations, Individual Growth Plans and Observation Processes.

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)

Capacity to Implement

We believe the district's TLC plan has a strong likelihood of be implemented successfully and see positive results in student achievement. Our plan will be supported by National Institute for Excellence in Teaching (NIET) Best Practices Center (BPC), which has extensive experience and success in offering teachers and administrators a learning environment with opportunities to excel in their profession while improving student achievement. Impacting more than 1,000,000 students across the country, NIET has a 12-year record of maximizing achievement growth for students. (NIET, 2014)

Student data will be used regularly throughout the year to drive professional development in cluster group trainings. NIET's definition and measures of effectiveness provide a rigorous model that includes measures of classroom practice and student achievement growth.

The district is prepared, and motivated, to implement our TLC plan. Our successes in alignment with Iowa Core, standards-based grading, and MTSS processes for students with achievement gaps prepare us to ramp up our data-teaming and response. TAP provides a structure to more closely identify areas where instruction can improve in the universal instruction. The TAP process also provides support and accountability to make needed changes in the classroom.

Careful planning ensures that our 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 our teacher leaders are equipped to lead our faculty through the change process. NIET's long history of working with districts throughout the country shows that while implementation is not easy work, it does have a high likelihood of being successful in producing effective teachers and raising student achievement results when done with fidelity.

Sustainability

The district has seen substantial change recently with alignment to Iowa Core, implementation of Understanding by Design unit planning, shifting towards more concept-based teaching in core areas, and providing targeted interventions at all levels for reading and math. The district focus for professional development has been directly related to planning and implementing units of instruction that are rigorously aligned to the Iowa Core, and providing MTSS interventions for students needing more help. TAP will help us structure this work further, and help us to grow and sustain the past years' professional development.

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. Administrators, Master teachers and Mentor teachers will consult with NIET trainers twice per month for the first two years of implementation to develop necessary leadership skills. Other opportunities for growth include the NIET 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 priority we are placing on teacher leadership is clearly recognized by staff, school board members, the School Improvement Advisory Council, parents and the community.

We will work with NIET to review our progress in a way that is ongoing, occurring throughout the school year. In this way we will create a snapshot of where the District, as well as each building, is in terms of implementation. 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 training, resources and support available through NIET. Administration and teacher leaders will work in partnership with NIET trainers 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 models for teacher leadership, the ability to share expertise and training costs will increase, making it more affordable and sustainable.

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.	\$77,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$226,958.00
Amount used to provide professional development related to the leadership pathways.	\$1,000.00

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

\$304,958.00

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 975.6

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

District Enrollment-Based Allocation \$305,050.61

Total Allocation \$305,050.61

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$304,958.00

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 \$92.61

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)

Budget Explanation

	Positions	Salary	Benefit	Stipend	Salary/Benefit Total	Stipend Total	Total	Source
Curriculum Director/ TAP Director	1	\$90,000	\$37,000	Extended contract			\$127,000	District In-kind
Master Teacher	3	\$51,650	\$16,650	\$9,000	\$204,900	\$27,000	\$231,900	TLC
Mentor Teacher	10			\$4,500		\$45,000	\$45,000	TLC
Induct Mentor	5			\$1,000		\$5,000	\$5,000	TLC
Substitute	1	\$18,920	\$3,138		\$22,058		\$22,058	TLC
Training (TLC Funded)							\$1,000	TLC
Training (District Funded)							\$11,000	District In-kind
				Totals	\$226,958	\$77,000	\$304,958	Total TLC

The district will utilize TLC funds to fund 3 Master Teacher Stipends of \$9000, 3 salaries and benefits of classroom teachers to replace master teachers, 10 Mentor Teacher Stipends of \$4500, and 5 Induction Mentor Teacher Stipends of \$1000. TLC funds will also be used toward salary and benefits for 1 full-time substitute to cover mentor teachers when they are released from classroom teaching duties for TLC duties. \$1000 of \$12,000 of training expenses will be covered by TLC funds with the remainder covered by in-kind district teacher quality funds. The district will also cover the cost of the TAP Director’s Salary, benefits, extended contract, and yearly TAP subscriptions with in-kind funds.

Extended Contracts/Stipends

- Master Teachers - 20 days/\$9000
- Mentor Teachers - 10 days/\$4500

Master and Mentor teachers may attend National TAP Conference and TAP Summer Institute to further develop professional development focused on instructional improvement.