



Application

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

137329 - Sioux Center Community School District Teacher Leadership Compensation Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/16/2015 12:22 PM

Primary Contact

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First Name*

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Phone:*

712-722-2985

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

Fax:

712-722-2986

Agency

Organization Information

Organization Name:

Sioux Center Community School District

Organization Type:

K-12 Education

DUNS:

19-321-7775

Organization Website: www.sioux-center.k12.ia.us
Address: 550 9th Street NE
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Vendor Number

Cover Sheet-General Information

Authorized Official

Name Patrick J. O'Donnell
Title Superintendent
Organization Sioux Center Community School District

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

Address 550 9th St. NE

City/State/Zip* Sioux Center Iowa 51250
City State Zip

Telephone Number 712-722-2985

E-Mail pat.odonnell@scwarriors.org

Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
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Name Dani Gradert
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E-Mail	dani.gradert@scwarriors.org
County(ies) Participating, Involved, or Affected by this Proposal	Sioux County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	1
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	1
<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.

Yes

If YES, describe the positive impact expected from this project

The Sioux Center Community School District has an increasing low socioeconomic and non-English speaking student population. By increasing the number of leaders, and thereby improving instruction, then student learning will increase, student outcomes will improve for all students

Indicate the group(s) positively impacted.

Blacks, Latinos, Asians, American Indians

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.

No

If YES, present the rationale for determining no impact.

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.

Patrick J. O'Donnell

Title of Person Submitting Certification

Superintendent of Schools

Recipient Information

District

Sioux Center Community School District

Use the drop-down menu to select the district name.

County-District Number

84-6030

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.

Honorific

Mr.

Name of Superintendent

Patrick J. O'Donnell

Telephone Number

712-722-2985

E-mail Address

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Street Address

550 9th St. NE

City

Sioux Center

State

Iowa

Use the drop-down menu to select the state.

Zip Code

51250

TLC Application Contact

Honorific

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City

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State

Iowa

Use the drop-down menu to select the state.

Zip Code

51250

Demographic Profile

October 2014 Certified Enrollment

1140

October 2014 Free/ Reduced Lunch %

41

AEA Number

4

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)

Educating the Whole Student for a Whole Lifetime.

This mission of Sioux Center Community School District captures the instructional approach of the district. The instruction has moved from coverage by the teacher to uncoverage, inquiry based construction of knowledge, by the student. The progression of professional development in the district has supported this mission.

District initiatives are not separate but intertwined into the educational triangle of Curriculum, Instruction, and Assessment. Although the district has had a very successful teacher leadership program, the Teacher Leadership and Compensation system will allow the district expand the support for teachers in this endeavor. We have a sense of urgency and commitment to providing a more effective educational system for our students; and to do this, our teachers must have models, supports and resources. Our Teacher Leadership and Compensation Plan developed by parents, board members, teachers, and administrators expands our current system to provide additional levels of supports for learners in our district.

The excellent work the HAT has provided over the years a more defined and focused role for teacher leaders will allow for more defined work and effectiveness. Based upon the evolution of professional development in the district and the existing distributed leadership system option three, the comparable plan, was selected as the framework for the district's plan.

Vision: Educating the whole student for a whole lifetime using rigorous and relevant curriculum emphasizing a strong focused leadership structure at all levels of the district.

District Professional Development Goal: Improve instruction at every grade level and content area.

Rationale: If instruction improves at every grade level and content area, then student achievement will improve at every grade level and content area.

Leadership Roles

The planning committee reached consensus on creating three fulltime positions to support the TLC plan at a high level. The leadership positions created are:

- **Instructional Coach (position - 2)** - Instructional coaches are teachers that are no longer assigned to a classroom teaching role. The instructional coach works under the supervision of the administration in the development of curricula, research-based instructional strategies, professional development, and coaching activities.

10 day extended contract

\$4,000 salary supplement

- **Technology Integrationist (position - 1)** The Sioux Center Community School District has provided its students and teaching staff with tremendous technology resources. Technological tools are only as effective as the people using them. The Technology Integration Specialist will provide leadership, support, and professional development that will sustain the school's use of technology for improved instruction, communication, and student achievement

10 day extended contract

\$4,000 salary supplement

- **Model Teachers (positions - 20)** Model teachers are identified faculty members who are assigned a full-time teaching load and act as a support to other teachers. Model teachers work collaboratively with instructional coaches. The model teachers work collaboratively with instructional coaches in the area of implementing research-based instructional strategies, assisting in professional development, and peer coaching career and beginning teachers.

The roles of model teachers are differentiated based upon expertise in literacy, science, social sciences, or math.

5 day extended contract

\$2,000 salary supplement

- **Mentoring and Induction Facilitator (positions - 1)** the mentoring and Induction facilitator will carry out the vision of the district's mentoring and induction program is "The Sioux Center Community Schools is committed to assisting new teachers with their development and understanding of our schools and community as well as their transition from student to quality educator."

5 day extended contract

\$2,000 salary supplement

- **Mentor Teachers (As needed)** Mentor teachers make a deliberate effort to strengthen entry into the profession and provide additional supports beyond what is currently part of the induction process.

No extended contract

\$1,000 salary supplement

• Additional Leadership positions (as needed) Additional leadership positions will included in the plan. AIW leaders will meet and work regularly with building AIW teams to ensure that the AIW is implemented with integrity. Model Teachers that focus on interventions for at-risk students will coordinate these activities and learning at the building level. Many of the position will be combined with other model teacher assignments

No extended contract

\$1,000 salary supplement

As the Sioux Center Community school District moves forward the Board of Education beliefs are used as a basis for the decision making process. Beliefs listed below were given very serious consideration through the planning and development of the TLC plan. It is the district contention that these beliefs match well with the purpose, goals, and objectives of the TLC. The connections are clear and have been provided support through the district's plan.

School Board Belief Statements

1. We believe each student can learn at high levels and will have equal opportunity to do so.
2. We believe parents and the community are essential partners with the schools.
3. We believe in the value of each employee.
4. We believe in accountability for excellence at all levels.
5. We believe in the personal and professional growth of all people within our school district.
6. We believe in the education of all students in a secure and positive environment.
7. We believe in strong, focused leadership at all levels of the district.
8. We believe in rigorous and relevant curriculum that prepares our students for a rapidly changing world.

(Adopted January 21, 2008)

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).

Planning Grant Time: Stakeholder involvement has typically been high in the Sioux Center Community. Thirty five percent of all resident students do not attend the Sioux Center Community School District. These non-attending students are enrolled in a number of local private schools or are home schooled. Despite this number, the district has passed two eight million plus bond issues on the first attempt at nearly eighty percent approval due the community's support of education. The stakeholder group was selected and appointed by the Board of Education as an advisory committee to the Board.

Twenty four of the district's nearly one hundred certified staff participated in the planning process also. These twenty four teachers have participated in the teacher leadership as a member of the High Achievement Team (HAT). The HAT represents each learning center equally and has a representative of each grade level or content area. The HAT has been actively involved the designing, planning, delivering, and monitoring of professional development in the district for over a decade.

The planning committee was provided with information regarding the requirements and process set forth by the TLC legislation. A detailed account of the evolution of professional development in the Sioux Center District that has led the district to the current professional development goals and initiatives.

The planning committee's time was over two days late afternoon into the evening. Below is a schedule of time and resources expended during the planning process.

Date	Focus	Participants	Expenditures
April 28, 2015	NWAEA Teacher Leadership and Compensation System Planning Workshops Number 1	Administrators	Transportation cost: \$66 Meals:\$85
August 13, 2015	NWAEA Teacher Leadership and Compensation System Planning Workshops Number 2	Administrators	Transportation cost: \$66 Meals: \$92
August 19, 2015 10:00 – 11:00 AM	Preplanning meeting	Administrative team	No resources required
August 26, 2015 10:00 – 11:00 AM	Preplanning meeting	Administrative team	No resources required
September 9, 2015 10:00 – 11:00 AM	Preplanning meeting	Administrative team	No resources required
September 22, 2015 4:00 – 5:30 PM	Section 2 Section 5	Planning Committee	Teacher per diem compensation \$1,202.62 (Including FICA & IPERS)
September 23, 2015 10:00 – 11:00 AM	Drafting Documents Section 2 Section 5 Section 3 Section 4 Section 6	Administrative team	No resources required
September 30, 2015 10:00 – 11:00 AM	Drafting Documents Section 2 Section 5 Section 3 Section 4 Section 6	Administrative team	No resources required
January 20 6:30-7:00	Presentation to the Board	Planning Committee	Committee Cost: \$75

<p>October 6, 2015 4:00 – 8:00 PM</p>	<p>Consensus on Sections 2 - 6</p>	<p>Planning Committee</p>	<p>Teacher per diem compensation \$2,788.29 (Including FICA & IPERS) Meal Cost: \$271.36 Proofing \$271.40</p>
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With a planning grant allocation of \$8,938.39 and expenditures of \$4,792.67, the district is left with a balance of \$4,145.72. The balance of this grant will be used for implementation activities once the district’s plan is approved. Possible expenses for the interview process, training for selected candidates in preparation for their duties in the 2016-2017 school year.

Engagement and Contribution of Stakeholders: As mentioned previously, the stakeholders of the planning committee arrived committed to assisting the district. Discussion groups were intentionally design to integrate stakeholders with a mixture of teacher leaders from different learning centers, grade levels, and content areas. As the discussion groups were provided with their task and discussion prompts, groups could post their thoughts on a website, Today's Meet, which was projected to a screen. As groups worked, they could monitor other thoughts or ideas to prompt their own thinking. Although there was no designated group leader, a teacher leader in every group assumed a facilitator role to ensure all members of the group were heard and the ideas were recorded.

Commitment from Stakeholders: The stakeholders of the planning committee expressed early on in the process their belief that, based upon the existing teacher leadership system employed by the district, the current system should be enhanced and expanded. The input and support of the stakeholders was evident by the level of involvement and the participation level throughout the process.

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.

Vision: Educating the whole student for a whole lifetime using rigorous and relevant curriculum emphasizing a strong focused leadership structure at all levels of the district.

This vision compliments the Mission Statement of the Sioux Center Community School District, *Educating the Whole Student for a Whole Lifetime*, and several of the beliefs of the Sioux Center Board of Education. The district has a strong history of teacher leadership and effective professional development based upon the Iowa Professional Development Model. This vision will assist the district in building upon and improving the professional development goal of the district.

In the 2002-2003 school year, the district partnered with Iowa Association of School Boards in the Lighthouse Project. It was at this time that teacher leadership teams were developed at the building and district levels. In the 2004-2005 school year, the district studied and implemented the characteristics of DuFour’s work on Professional Learning Communities (PLC). It was at this time that collaboration time was created every Wednesday afternoon for PLC teams. In the 2008-2009 school year the district began implementing Authentic Intellectual Work (AIW) thus expanding the focus of the teacher leaders and PLC teams to the three tenants of AIW. Through the study and discussion of the teacher leadership team, known as the High Achievement Team (HAT), and the progression of learning through AIW, the district began to look at Standards Based Instruction (SBI) which is the district’s current focus.

The district believes that, because of the commitment of the current staff to student learning, a culture of collaboration has been developed that is dedicated to student success based upon data and accepts no excuses for failure. This culture has gained a reputation in Northwest Iowa that draws well-qualified new and experienced teacher candidates to the district. Also, current staff feels efficacious and confident they can succeed.

The teacher leadership model proposed by the Sioux Center Community School District is based on a plan to strengthen the current leadership system and create additional support for teachers in their ability to serve students at a higher level. Keeping in mind the changing demographics of the district, 11.2% increase in overall student population, a 4.9% increase in English Learners to a total of 15.4%, and nearly an 8% increase in students in poverty to 41.1%, instruction must meet a variety of learning needs. Therefore, the goal of the Teacher Leadership Compensation plan will remain the same as the district’s goal for teacher learning, and professional development will remain the same as well.

District Professional Development Goal: Improve instruction at every grade level and content area.

Rationale: If instruction improves at every grade level and content area, then student achievement will improve at every grade level and content area.

In the 2014-2015 AYP Determination Kinsey Elementary School was designated as a SINA-2 in reading and a SINA-1 in math. The district also missed on Making the Adequate Yearly Progress (AYP) on required district standardized assessments (Iowa Assessment) for Title III and Sioux Center Schools are required to have a Title III Corrective Action Plan (CAP). Here is the district’s student data for math and reading:

Math

	2013-14 % Proficient IA	2014-15 % Proficient IA	2013-14 % Proficient MAP	2014-15 % Proficient Map	2013-14 % Proficient IA SES	2014-15 % Proficient IA SES	2013-14 % Proficient ELL	2014-15 % Proficient ELL	2013-14 % Proficient Latino	2014-15 % Proficient Latino
3rd	70%	85%	85%	51%	46%	65%	70%	67%	55%	68%
4th	79%	95%	89%	63%	46%	96%	83%	100%	79%	91%
5th	50%	82%	75%	53%	50%	74%	58%	57%	50%	79%
6th	78%	78%	79%	51%	54%	70%	76%	75%	67%	79%
7th	84%	84%	87%	57%	54%	63%	81%	40%	88%	64%
8th	73%	77%	86%	60%	55%	61%	73%	20%	50%	61%
10th	67%	94%	92%	70%	61%	72%	71%	100%	0%	73%
11th	85%	88%	95%	71%	72%	74%	93%	25%	33%	55%

Reading					
	2013-14 % Proficient IA	2014-15 % Proficient IA	2013-14 % Proficient MAP	2014-15 % Proficient Map	2013-14 % Proficient IA SES
2014-15 % Proficient IA SES	2013-14 % Proficient ELL	2014-15 % Proficient ELL	2013-14 % Proficient Latino	2014-15 % Proficient Latino	3rd
77%	77%	47%	52%	58%	64%
44%	36%	55%	53%	4th	88%
74%	53%	49%	71%	54%	71%
43%	68%	42%	5th	74%	86%
52%	50%	76%	73%	29%	67%
63%	68%	6th	57%	77%	55%
54%	40%	76%	38%	50%	53%
78%	7th	80%	84%	58%	55%
67%	77%	20%	88%	64%	84%
8th	66%	83%	58%	57%	43%
69%	40%	50%	50%	64%	10th
93%	92%	64%	56%	86%	79%
100%	0%	73%	71%	11th	85%
91%	65%	65%	63%	84%	25%
0%	55%	91%			

In order to meet the diverse learning needs of diverse student population, the district is implementing strategies to differentiate instruction. In the fall of 2015, the entire certified staff and all paraeducators received extensive training in the Sheltered Instruction Observation Protocol model (SIOP). SIOP is designed to make the curriculum more comprehensible to English Learners but research shows that using the SIOP model improves the ability for all students to access the curriculum at a higher level.

The district provides all students in grades seven through twelve with an electronic device, currently a laptop, and has a goal of one electronic device per every two students in grades kindergarten through sixth grade. Teachers are supported by three fulltime technicians and a technology integrationist. This support assists teachers in using the tools provided to them and to their students in a way that will effectively meet student learning needs.

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)

In the 2000 to 2003 school year, the district was selected by the Iowa Association of School Boards (IASB) as a partner in the initial Lighthouse Project. The purpose of the Lighthouse Project was to create, sustain, and embed change in the culture of the school systems in order to improve student achievement. The creation of the teacher leadership team has existed since the inception of the Lighthouse Project.

During those initial years of the Lighthouse Project, the district-wide focus was on reading comprehension through the use of strategies such as inductive thinking and concept attainment. The district's professional development was focused and straightforward. The demographics of the Sioux Center Community School District have been changing in the last fifteen years. The district has seen an increase in minority population, mostly Hispanic, and many non-English speaking students. In 2006-2007 the school staff started focusing on and making the curriculum more comprehensible not only to non-English speaking students but to all students. It was also during this time the district began to study the work of Richard DuFour's professional learning communities. DuFour's work revolved around three big ideas: ensuring that students learn, creating a culture of collaboration, and focusing on results. The district began to use his three questions as a framework for our own professional learning communities: First "*What do we want our students to know?*" Second, "*How will we know they have learned it?*" And third, "*What we do if they do not learn it, or they already know it?*"

The answer to the first question, "*What do we want our students to know?*", was answered by creating viable curriculum through curriculum mapping tied to the Iowa Common Core. In answering the second question, the staff in the district began to look at how we provide feedback to students in a fair, accurate, specific, and timely way. In addition, the district began to examine grading practices throughout the system. Studying and implementing the *Characteristics of Effective Instruction* answers the third question, "What will we do if they do not learn it, or if they already know it?"

In the fall of 2008, the district received a grant for Authentic Intellectual Work (AIW). AIW focuses academic instruction on the following components:

- Student Construction of Knowledge
- Disciplined Inquiry
- Value Beyond School

AIW became the framework for implementing all the other initiatives. Staff met weekly in either PLC teams or AIW teams.

In recent years the High Achievement Team decided to model for staff what we were asking them to do in the classroom by differentiating professional development, first by building level, followed by the personal level. Therefore, while one building's focus was on differentiating instruction to meet individual learning needs, other buildings have focused on standards based instruction and/or conceptual learning.

In the teacher leadership compensation model that the district will propose, teacher leaders chosen through a rigorous selection process will expand their roles in assisting staff in their buildings in the following ways:

First, it has been difficult for the district to provide timely feedback to staff when they are implementing different strategies or initiatives in their classrooms. Teacher leaders will have the opportunity to observe their peers and provide them with timely, accurate, and specific feedback on their teaching. This feedback may also be done in video sessions where a classroom instructional situation may be analyzed by the teacher leader and their peers.

In the past, the High Achievement Team has had specific areas of expertise assigned to them. Some members of the High Achievement Team were assigned to a curriculum committee that assisted staff in the writing of accurate and meaningful curriculum maps. The teacher leaders will work with classroom teachers to make sure that instruction is directly connected to the Iowa Common Core. Other teacher leaders will assist their peers with differentiation of instruction and other instructional strategies, in particular, sheltered instruction observation protocol (SIOP) which makes the curriculum more comprehensible to non-English speaking students. And lastly, teacher leaders who were part of the assessment team will give feedback on formative assessments provided and used within the lesson. In the district's teacher leadership compensation model, teacher leaders will become resident experts in their area of focus as they continue to teach and model these specific area to their peers.

Teacher leaders within the Sioux Center model will continue to lead their AIW groups examining and facilitating discussion on their peers' lessons and assessments for construction of knowledge, disciplined inquiry, and value beyond school. Teacher leaders will be trained in classroom implementation profile (CIP) which is a non-evaluative

measure of the level of integrity in which AIW is being implemented with integrity. Teacher leaders will also be trained in instructional practices inventories (IPI) which measures the level of instruction occurring within the classrooms. As the district continues to move towards standards based instruction, teacher leaders will be called upon to be resident experts and provide the necessary assistance to their peers and colleagues in order to implement SBI successfully.

One of the teacher leadership positions will be a technology integrationist. The role of the technology integrationist is to research software programs and other technology and demonstrate that technology to teachers so that they can use the technology successfully within their classroom. The technology integrationist will also assist staff in understanding how to get the students to use their school-provided devices appropriately and effectively to maximize learning.

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)

In the 2011-2012 school year the Sioux Center Community School District implemented its own state approved mentoring and induction program. The vision of the district's mentoring and induction program is the following: "The Sioux Center Community Schools is committed to assisting new teachers with their development and understanding of our schools and community as well as their transition from student to quality educator." It is important to the culture of our system that they be initiated into our professional development with the expectation of continual personal and professional growth.

The goals for the mentoring and induction program are listed below:

1. Introduction to mentoring - The school climate will enhance the well-being of beginning and experienced teachers
2. Dealing with Fears & Anxiety - To create a supportive environment that assists new teachers with skills related to effective communication.
3. Classroom Management - Beginning teachers will identify with appropriate classroom management techniques and strategies.
4. Teacher Effectiveness - Probationary teachers will develop and acquire the skills, knowledge, and professional approach to operate as quality educators.
5. Teacher Renewal - Beginning teachers will be exposed to and practice the mandated obligations for licensure renewal.
6. Culture of Collaboration - Beginning teachers will be active members of established Professional Learning Communities (PLC).

Mentors are trained based upon the following principles:

1. Help participants understand the scope and limits of their role as mentors.
2. Help mentors develop the skills and attitudes they need to perform well in their role.
3. Introduce mentors to the concept of positive teacher development.
4. Provide information about the strengths and vulnerabilities of the new teachers who are in the program.
5. Provide information about program requirements and supports for mentors.
6. Answer questions.
7. Build the confidence of participants.

The curriculum for the mentoring and induction program was developed by teacher leaders of the High Achievement Team. The mentor training will be provided by "home-grown" experts who will study and prepare to deliver the curriculum to selected mentors. The curriculum will consist of the following:

1. Includes curriculum that is consistent with staff development practices and adult professional needs including skills for classroom teaching, demonstration, and coaching.
2. Determines stressors and addresses ongoing mentor needs.
3. Reflects a clear understanding of the role of the mentor.

The district's Criteria for Mentor Selection:

1. Evidence of a minimum of 4 years of exemplary classroom teaching.
2. Demonstrates a positive impact on student achievement and the use of data-driven decision making.
3. Evidence of commitment to students' success and their learning.
4. Willing to provide personal time and attention to the beginning teacher.
5. Demonstrates commitment to teaching excellence.
6. Demonstrates strong interpersonal and communication skills.
7. Demonstrates commitment to working with beginning teachers.
8. Demonstrates ability to work collaboratively with adults.
9. Willingly engages in active, open learning.
10. Demonstrates coaching skills.
11. Demonstrates flexibility.
12. Willing to be paired with content area alike or grade alike (preferred).

During the two year of continuum of the mentor/induction program, all beginning educators will be supported through the following:

Mentors/new teachers Interactions (15-20 hours)

Structured time with mentors/new teachers will be designed to address the "Topics – Big Ideas"

1. Introduction to mentoring
2. Classroom Management (Year 1, reviewed year 2)
3. Teacher Effectiveness (Introduced year 1, focused on year 2)
4. Teacher Renewal (year 2)
5. Culture of Collaboration (Introduced year 1, focused on year 2)

Program Evaluation

Goal 1: The school climate will enhance the well-being of beginning and experienced teachers

1. Seven Conditions Surveys – pre and post
2. The Seven Conditions Surveys measures derived from the Literature on School and Organizational Change (IASB Lighthouse Project).
3. Mentee reflection logs

Goal 2: To create a supportive environment that assists new teachers with skills related to effective communication.

1. Parent-Teacher preparation through team meeting logs
2. Newspaper and newsletter articles
3. Copies of electronic communications
4. Mentee reflection logs

Goal 3: Beginning teachers will identify with appropriate classroom management techniques and strategies.

1. New Teacher Checklist articles submitted.
2. Mentee reflection logs
3. Mentor will observe in Mentee's classroom

Goal 4: Probationary teachers will develop and acquire the skills, knowledge, and habits of mind to operate as quality educators.

1. Teacher participation in HAT sponsored modeling of strategies
2. Participation in topical sessions and demonstration of proficiency in content taught.
3. Authentic Intellectual Work
4. Inductive Thinking
5. Concept attainment
6. Formative and summative assessments
7. Differentiation of instruction
8. Curriculum mapping
9. Peer Coaching through observation of mentor and other teacher classrooms
10. Mentor will observe in Mentee's classroom.
11. Mentee will participate in PLC discussions about strategies

Goal 5: Beginning teachers will understand the mandated obligations for licensure renewal.

1. Evidence of renewal conversations
2. Completion of the renewal process

Goal 6: Beginning teachers will be active members of established Professional Learning Communities (PLC).

1. Mapping logs
2. PLC meeting logs
3. Mentee reflection logs
4. AIW team meeting
5. E-walk observations building administrator
6. Peer Coaching through observation of mentor and other teacher classrooms
7. Mentor will observe in Mentee's classroom.

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.**

The model of the Sioux Center Community School District is designed to take the existing teacher leadership system to another level and provide additional support that will enhance the ability of the district to better serve all students. Three specific building leadership roles have been identified: the instructional coach, model teacher, and mentor teacher with each of these roles differentiated to meet the unique needs of each building level. Two additional teacher leadership roles have been identified to serve and support teachers district wide. These two positions are a Technology Integrationist and a Mentoring and Induction Facilitator.

Instructional Coaches: Instructional coaches are teachers that are no longer assigned to a classroom teaching role but rather as a support to other teachers. In addition to an extended contract of 10 days, the instructional coach works under the supervision of the administration in the development of curricula, research-based instructional strategies, professional development, and coaching activities. The district anticipates instructional coaches in the areas of literacy and math. They will have a strong collaborative relationship with Model Teachers, wherein the model teaching classrooms should be viewed as laboratory settings to cooperatively test strategies through co-teaching and support. Instructional coaches will also have the opportunity to serve as peer coaches for career and beginning teachers in the implementation of specific research based teaching strategies. Other responsibilities may include the following but are not limited to:

- Participate as an active member of the Building and District High Achievement Teams.
- Research and provide content knowledge, teaching strategies, and other resources to staff about teaching and learning. (Teacher Leader Model Standards 1b, 2, 7a <http://www.teacherleaderstandards.org/>)
- Collaborate with teaching faculty on assessment techniques (specifically the development and implementation of common formative assessments) and assist in the interpretation of the assessment data results. (Teacher Leader Model Standards 1a, 5a)
- Dialogue both formally and informally with faculty through coaching sessions. (Teacher Leader Model Standards 1c, 4b)
- Demonstrate lessons to faculty using research-based instructional strategies. (Teacher Leader Model Standard 1b)
- Research and prepare materials used for professional development in the district.
- Coordinate the adoption of curriculum resources, and offer fresh, creative solutions in difficult situations. (Teacher Leader Model Standards 1d, 1e, 5b, c)
- Use information about adult learning to respond to the needs of all colleagues. (Teacher Leader Model Standard 3b)
- Plan and coordinate school-based professional development opportunities linked to individual professional development plans, job competencies, and one to one professional development coaching based on staff needs. (Teacher Leader Model Standards 1b, 3f)
- Possess good observational and analytical skills with an ability to offer fresh, creative solutions in difficult situations. (Teacher Leader Model Standards 1d, 1e, 5b, c)

Model Teachers: Model teachers are identified faculty members who are assigned a full-time teaching load and act as a support to other teachers. Model teachers work collaboratively with instructional coaches. In addition to an extended contract of 5 days, the model teachers work under the direct supervision of the building principal and work collaboratively with instructional coaches in the area of implementing research-based instructional strategies, assisting in professional development, and peer coaching career and beginning teachers. The district anticipates having at least one model teacher per grade level at the primary and middle levels and content department heads at the secondary level. The roles of model teachers are differentiated based upon expertise in literacy, science, social sciences, or math. They will operate under a strong version of collaboration with instructional coaches and will test out new teaching strategies in their classrooms with the assistance of instructional coaches. Model teachers will have the opportunity to provide examples of exemplary practice through modeling, co-teaching, and collaborating with career and beginning teachers in the implementation of scientifically researched instructional strategies. Other responsibilities may include but are not limited to:

- Participate as an active member of the Building and District High Achievement Teams
- Possess the ability to provide instruction that reflects multiple perspectives and multicultural education.
- Present an inviting atmosphere as model classroom that welcomes observations.
- Be open to modeling innovative teaching methodologies by incorporating techniques such as team teaching and demonstration lessons.

- Serve as a laboratory classroom for coaches' strategies.
- Provide student achievement and assessment data to evaluate strategy effectiveness.
- Collaborate with colleagues to construct exemplary lessons.

Mentor Teachers: Mentor teachers are currently employed by the district as part of the district's current leadership structure and have served in a capacity reserved for those teachers new to the profession. This role is further expanded in this section in a deliberate effort to strengthen entry into the profession and provide additional supports beyond what is currently part of the induction process. However, in planning for a teacher leadership initiative, we recognize the value of considering our current structure and ways in which it can be improved. The District anticipates only utilizing this role on an as needed basis for beginning teachers (within two years of their service) or teachers that are new to the district. In addition to an extended contract of two days, the mentor teachers work under the direct supervision of the building principal in conjunction with the mentoring facilitator and work collaboratively with model teachers and instructional coaches in the area of providing supports to new teachers. The primary responsibility of the mentor teacher will be to offer peer assistance and coaching to new teachers. Mentor teachers will have the opportunity to serve as a resource to the new teacher in an effort to build their professional network within and outside of the district. Other responsibilities may include but are not limited to:

- Participate in pre-service induction at Sioux Center Community School District.
- Present a warm and inviting atmosphere that welcomes observations from resident teachers.
- Collaborate with colleagues (instructional coaches and other model teachers).
- Construct exemplary lessons for the benefit of beginning teachers.
- Participate in peer coaching and peer observation for resident and new teachers.
- Attend and participate in topical mentoring sessions design to provide beginning support on designated topics.

Technology Integrationist: The Sioux Center Community School District has provided its students and teaching staff with tremendous technology resources. Grades seventh through twelfth are 1:1 while kindergarten through sixth are one device per every two students. Every classroom within the district is equipped with an interactive whiteboard. But, these tools are only as effective as the people using them. The Technology Integration Specialist will provide leadership, support, and professional development that will sustain the school's use of technology for improved instruction, communication, and student achievement. The key duties and responsibilities of the Technology Integration Specialist include but are not limited to:

- Provide assistance and training to building instructional staff in the integration of technology to support student achievement. This includes planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups.
- Collaborate with teachers in composing effective technology-infused, content-based lessons, and support the teachers as they implement the lessons in their classrooms.
- Provide individual support to teachers as they actively use technology in their classrooms.
- Model and team teach to assist teachers as they implement new strategies.
- Assist with technology training as part of collaborative school district staff development initiatives and support regional and statewide initiatives such as NCLB, the Technology Standards for teachers and students, the Iowa CORE, and 21st Century Skills.
- Create learning resources for teachers, staff and students.
- Articulate and promote model instructional practices and the role of technology in them.
- Conduct research about advancements in technology tools and resources to inform decision-making.
- Provide leadership in developing and implementing technology plans and serve on the building technology committee.
- Collaborate in the evaluation, selection and implementation of instructional technology materials and software.
- Consult with administration on technology budget for computer resources including hardware, software, learning resources and training needs.
- Coordinate technology-related grant projects.
- Serve on other district-wide committees and perform other tasks and responsibilities as assigned by the Superintendent of Schools.

Mentoring Facilitator: The Sioux Center Community Schools is committed to assisting new teachers with their

development and understanding of our schools and community as well as their transition from student to quality educator. It is important to the culture of our system that they be initiated into our professional development with the expectation of continual personal and professional growth. The support of a mentoring and induction program creates awareness of:

1. Expectations and procedures
2. The professional culture of the district which places constant emphasis on the improvement of instruction and
3. Options for further acquisition of skills and knowledge

The Mentoring Facilitator will work closely with the TLC leaders and building level administration to ensure that beginning teachers receive the support and assistance to become successful career teachers. The key duties and responsibilities of the Mentoring Facilitator include but are not limited to:

- Develop the mentoring program through collaboration and coordination with the district leadership teams.
- Train and select mentor teachers.
- Develop topical sessions that meet the needs of beginning teachers.
- Create opportunities for mentor and mentee interaction including peer observations and coaching.
- Identify beginning teachers that may be at-risk of failing and provide appropriate interventions.

The Building and District High Achievement Teams will weave these three roles together through a collaborative process. Instructional coaches will support the entire faculty with a close relationship with model teachers. Model teachers support the entire faculty and work closely with the mentor teachers. Mentor teachers, in turn, support beginning teachers. As a result of these relationships, the district will be positioned to embed coherent professional development into practice. This will create strengthened instruction, as well as an alignment with the Iowa Professional Development model resulting in increased student achievement.

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.

Choosing the most effective teachers for the leadership positions we have developed will be critical to the success of our program. Using a process similar to how we hire any teaching position, we will have a committee of teachers, administrators, and other stakeholders interview each candidate. The committee of teachers will include equal representation of teachers in the Sioux Center Education Association as well as teachers not in the SCEA. Each committee member will focus on the applicant's skills within the following areas:

- Ability to with Adult Learners
- Communication
- Collaboration
- Knowledge of Content and Pedagogy
- Systems Thinking

Application Process: The process will require interested candidates to submit a letter of application outlining and addressing their qualifications. In addition, candidates will be invited to submit an updated resume that includes a detailed description of current professional development activities and their alignment to successful implementation in the Sioux Center Community School District.

The interview and screening of candidates will follow a standard interview protocol. In addition to a traditional question and answer format, candidates will be asked to demonstrate their competencies through a presentation of the leadership capabilities as provided in the teacher leadership characteristics.

Selection Committee: For the Instructional Coach, Technology Integrationist, and Mentoring Facilitator positions the Board of Education will appoint the selection committee comprised of equal parts teachers and administrators. The committee will operate under a model of consensus. Once the committee has interviewed and vetted all candidates, the names of those selected will be forwarded to the Superintendent of Schools. After meeting with the candidates, the superintendent will forward those candidates on to the Board of Education for appointment.

The applicants will be scored on a rubric aligned to the Teacher Leadership Skills Framework, which takes into consideration their effectiveness on the performance task, the demonstration of their leadership capabilities, and in their responses to interview questions. Using this information along with the rubric scores from the interview, the committee will then compile and review the results. This interview process and any other artifacts provided by applicants will be used to help build agreement on the best candidates for each position. Once consensus is achieved by the interview committee, a recommendation will be given to the superintendent. Model Teacher and mentor teacher positions will follow a similar format but more at a building level process.

Once selected, individual plans and goals will be established within individual professional development plans for each teacher leader. Data will be collected through reflections, observations, and surveys around the teacher's effectiveness in working with adults, communication, collaboration, content and pedagogical knowledge, as well as systems thinking in relation to their respective teacher leader position. Student learning data will also be collected and reviewed to determine the teacher leader's impact on teacher effectiveness in relation to student learning. The teacher leader will do quarterly self-evaluations and reflections on his/her effectiveness in the assigned position. This information will be used in collaboration with the administrator to evaluate the overall effectiveness of the individual in the teacher leader role throughout the year. Regular and timely feedback provided to the teacher leader by staff and administration along with personal reflections will help provide the support and ongoing data needed to perform at the highest level within the position.

The teacher leaders will meet regularly as a PLC to review student learning and instructional data. By using formative and summative student learning data from Measures of Academic Progress (MAP), teacher prepared assessments, and Iowa Assessments, the teacher leaders will determine what supports teachers might need to improve student learning. Instructional Practices Inventory data, Classroom Implementation Profile (CIP) data, and other observations will be used to determine the impact of instructional strategies used. By participating in a professional learning community, teacher leaders will have the opportunity to collaborate and grow professionally both as individuals and as a team.

Bimonthly meetings will be planned with administration and the Instructional Coaches and the Technology Integrationist to determine what supports the teacher leaders may need in relation to the district and building goals established. Professional development will be planned in alignment with the IPDM. The district will use student learning and instructional practices data collected by the teacher leaders, surveys completed by staff, and

observations from peers and administration to inform our professional learning for teacher leaders throughout the year. At the end of each year, the cycle of continuous improvement, as outlined in the IPDM, will come full circle by our ILT collectively reviewing teacher leadership data collected from the TLS Framework. This review will influence future professional learning plans for the district, buildings, and each individual filling a teacher leadership role. This cycle of professional growth and supports will be personalized to each teacher leader's needs. The Instructional Coaches will facilitate and lead the professional development with support from administration as needed. The focus will be on personal growth and impact of each individual teacher leader using an ongoing cycle for improvement outlined in the IPDM.

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here To access the Iowa Professional Development Model page.](#)

The professional development goal of the Sioux Center School District is to improve instruction at every grade level and content area. The rationale of this goal is that, if instruction improves at every grade level and content area, then student achievement will improve at every grade level and content area. The planning team believes that part of the role of the instructional coaches will be to develop meaningful professional development that utilizes research-based instructional practices. The instructional coaches would work with the model teachers and classrooms to implement action-research strategies that are tested and modified to meet the needs of our instructional model. By using this type of delivery system, model teachers can then deliver that new strategy as a learning component of our professional development plan. The instructional coaches will be well positioned to provide the theory, and with the help of the model teachers, demonstrate the strategy to colleagues. Classroom teachers would be provided the opportunity to implement this strategy to scale in practice. To ensure the strategy is implemented with integrity (ensuring a guaranteed and viable curriculum), coaches would be able to guide those teachers through the implementation.

One of the biggest barriers to implementing instructional strategies with integrity is the ability to provide teachers with frequent, accurate, specific, and timely feedback on their teaching, especially when implementing recently acquired learning of strategies. The implementation of the TLC plan will allow the district to increase opportunities for peer coaching and additional feedback to staff.

By its very nature, the process by which we deliver instruction should be data driven and should consider formative, summative, and standardized achievement data. Formative data first and foremost permits instructors to determine the effectiveness of the instruction and curriculum. In instances where student success isn't achieved for at least 80% of the students, it would be indicative of a problem with instruction. Instructional coaches working in tandem with model teachers would be able to analyze and provide additional strategies that ensure uniformity. These procedures will help the district ensure that a guaranteed and viable curriculum is executed with reliability.

The question DuFour asks in the Professional Learning Community model is "What will we do if the student does not learn it?" This becomes the next question that merits a response from our teacher leaders. In some instances, the instructional coach or model teacher could be providing the classroom teachers with options or strategies for these students. By coaching our teachers on these new strategies, it is embedding the professional development into practice.

The Sioux Center School District's plan for implementing teacher leadership clearly reflects the Iowa Professional Development Model (IPDM). The process begins through an analysis of multiple data points and through the evaluation of the data, professional development is designed and implemented. While the collection and analysis of the data is completed by the classroom teacher, the instructional coaches will assist the classroom instructors analyzing and interpreting the data.

The ongoing cycle of professional learning is where the additional teacher leadership roles proposed in this plan will have the most significant impact. Through their collaborative teams, staff have developed a level of comfort in sharing and providing feedback to peers regarding instructional practices. Model teachers, leading the PLC teams, will be key in keeping collaborative team meetings focused on student learning and connecting the team learning with Authentic Intellectual Work thereby improving instructional practices. This designated team leader will also be responsible for bringing back questions and concerns of a team to leadership so support can be provided in a more timely and differentiated manner.

Through monthly building level and quarterly district level meetings, instructional coaches and model teachers alike will be able to monitor and evaluate the effectiveness of the strategies through peer coaching and observation. Successful strategies will continue to be part of staff learning and implementation while other identified needs may produce other research based strategies.

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.

Teacher leadership roles created in this plan are designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff, and refine instruction through the implementation of various district strategies and initiatives. These roles will be instrumental in monitoring the implementation of instructional strategies and the effect they have on student achievement. In turn, the impact the teacher leadership system has upon the culture of the district will also be measured. The use of structured classroom observations, achievement results, and formal and informal teacher evaluations will allow the district to monitor, evaluate, and adjust the TLC plan.

The professional development goal of the Sioux Center District is to “improve instruction at every grade level and content area.” The rationale for this goal is that if instruction improves at every grade level and content area then student achievement will improve at every grade level and content area. The teachers of the district have been trained and have successfully implemented Authentic Intellectual Work (AIW) which is designed for instructional and assessment reform. This framework provides staff the means to collaborate with each other in teams to share and discuss classroom tasks and assessments. AIW focuses academic instruction on student construction of knowledge, conceptual understanding, elaborated communication, and value beyond school to answer questions resembling the complex intellectual challenges of work, civic participation, and managing personal affairs in the contemporary world (The Center for Authentic Intellectual Work). The Classroom Implementation Profile (CIP) will be incorporated as a way to measure the implementation of AIW with integrity within the classrooms of the district. In the past, observations were completed quarterly in every classroom by trained observers from Northwest AEA. In the TLC model, teacher leaders will be trained to complete the observations and provide feedback to the teachers at a personal, building, and district level regarding the “AIWizing” of instruction.

Teacher leaders will also be trained and conduct walk through observations using Instructional Practices Inventory (IPI), a teacher-led process for collecting data about student cognitive engagement during class time as a means to organize the data into user-friendly profiles which can assist faculty collaborative study of the data so classroom teachers can more effectively design and implement quality learning experiences for their students (IPI Student Engagement – Home). Research shows that the IPI Process is best implemented by a team of teacher leaders. IPI data provides the basis for understanding the success of other initiatives to improve learnings that are in place or that will be put in place across the school. Initiatives designed to improve academic success should simultaneously impact student engagement as measured by the six IPI categories. Currently the IPI is conducted by trained observers from Northwest AEA. In the TLC model, teacher leaders will be trained to complete the observations and provide feedback to the teachers at a personal, building, and district level regarding the level of instruction and student engagement within the classrooms.

The Sioux Center District uses the Measures of Academic Progress (MAP) as a district wide assessment in grades kindergarten through eleventh grade. The MAP is administered early in the fall to set the baseline for individual student growth in that school year and to identify students that are or could be at-risk academically. Identified students are provided with interventions based upon the identified academic deficiencies. These students are then administered the MAP at midyear to monitor individual progress. The MAP is again administered in the spring. The spring results are used to measure individual student growth and to determine strengths and weakness within the academic program. Teacher leaders within the TLC model will provide several types of support to teachers with regards to the MAP. First, teacher leaders will assist staff in the analyzation and interpretation of the data. Second, teacher leaders will assist teachers in the development of interventions, and lastly, teacher leaders will review the data to determine the effectiveness of the district initiatives and the TLC program.

The identification of teachers that need special or intensive assistance is essential to the district’s ability to serve students at a high level. Teacher leaders will be key to providing additional support for the struggling or beginning teacher.

Finally, we consider the long term role of our teacher leaders and their ability to serve in the role over time. Teacher Leaders will be considered one year assignments but will be eligible for renewal annually. If the teacher leader was successful in achieving the goals that were outlined at the beginning of the assignment or is making adequate progress on those goals as determined mutually through the formative collaborative feedback loop, the teacher leader will be eligible for renewing their assignment. If however, it is determined through the collaborative formative process that progress was not adequate or that the teacher simply does not wish to continue in the leadership role, they will be

reinstated to the role of teacher. It is desirable that this occur prior to April 20th annually in the event additional staffing changes need to be considered.

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)

It is the belief of the district that in order to sustain a viable Teacher Leadership model there has to be a culture of continuous teacher growth and increased student achievement. The other key to sustaining the model is the commitment of resources to the process. These resources include time, materials, and funding. If the district, at all levels up to and including the Sioux Center Board of education, can create the conditions that enable the success of the Teacher Leadership model, sustainability will be obtained.

The district has had a history of distributed leadership dating back to the partnership with the Iowa Association of School Boards (IASB) in the Lighthouse Project. It was during this time that the district created this culture of continuous improvement by implementing the Seven Conditions and Indicators for Productive Change. Key components identified that relate to the sustainability and success of the TLC model include the following:

- Building a human organization, a self-renewing professional community with appropriately shared decision making where school personnel feel they are an important part of the system. Shared decision making rather than mechanically making/mandating things happen. Information flows in all directions with high levels of involvement at all levels. An ongoing focus on improvement (continuous effort to get even better) rather than seeing improvement as a means to solve a single problem or maintain the status quo.
- An understanding of how education gets better, how to make and support an initiative. School personnel have a sense of belonging/sharing in initiatives. They feel part of a vertical/horizontal team. A shared understanding about which actions are most likely to improve achievement and how to organize the system to get it done. Understandings such as the importance of using data and information to focus initiative and select best practice strategies to improve instruction, that various groups exist to support staff learning, and an intensive focus on implementation as well as effects for students.
- An understanding of how to create support around personnel so they can succeed in their role. Confidence in the ability of the system to improve learning for all students. Restructured time to allow for collective inquiry as part of the work day. School personnel organized into small study groups/teams that are connected to the larger community but responsible for one another.
- Integrated leadership, strong but sensitive leadership that is able to develop direction and focus from a realistic perspective. School personnel work in an integrative leadership context. There is direction and influence from dynamic leaders.

This previous work by the staff of the Sioux Center Schools has laid the ground work for district's capacity to implement the TLC plan. Staff have worked in leadership opportunities and on collaborative teams for many years. The Sioux Center Board of Education has set policy regarding professional development that clearly sets the expectations for both teachers and administration. By doing this the Board has set the tone "at the top" for professional development. Policy number 402.13 states that Professional Development in the Sioux Center Community School District will result in the following

- Achievement improving for all students and the learning gaps among sub-groups of students are narrowing with a minimum standard of performance at or above grade level while high achieving students are challenged at an advanced level.
- Students integrating strategies into their own learning (learners that know how to learn).
- All educators having improved instructional skills/strategies in the district identified area for improving student learning.
- All educators having a clear understanding of what the expected performance of the instructional strategy/skill looks like and frequently monitor their practice to determine implementation progress.
- Administrators actively leading the instructional improvement of the teachers.

The TLC plan must also be sustained monetarily. The Board, in developing the policy regarding professional development, supports the expectations of the policy by providing the necessary resources of time, materials, and money. The formation of the High Achievement Team, a teacher leadership team, has grown to be an effective driver of teacher learning for many years. With the monetary resources provided by the TLC grant, the teacher leadership structure of the district will be enhanced by additional leadership opportunities, such as Instructional Coaches and Model Teachers. The dedicated leadership positions will create a more focused and in-depth professional learning environment

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.	\$138,800.00
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).	\$210,000.00
Amount used to provide professional development related to the leadership pathways.	\$7,800.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00

Totals

\$356,600.00

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 1141.0

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

District Enrollment-Based Allocation \$356,767.88

Total Allocation \$356,767.88

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$356,600.00

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 \$167.88

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)

Based upon budget year 2016, the Sioux Center Community School district estimates resources to be somewhere in the range of \$355,000. This dollar amount was reached by taking the fiscal year 2016 certified enrollment for the district of 1,141 students and multiplying that number by a per pupil allocation of \$312. Extra compensation is designed to compensate teachers for additional work (lengthened contract) while salary stipends are for additional work being performed.

Minimum Salary: The salary for beginning teachers exceeds \$33,500. No supplemental allocation is necessary for this component.

Salary: The Sioux Center Community School District has budgeted three fulltime positions to be drawn from the current teaching staff, a Technology Integrationist, an Instructional Coach, specializing in primary to low middle level, and an Instructional Coach, specializing in primary to upper middle level to high school. With FICA and IPERS these positions are estimated at \$70,000 per position. The total for these positions would be \$210,000.

Salary Supplement: The district has budgeted a number of leadership positions to meet the unique needs of each instructional level. Model Teachers will be paid an annual stipend of \$2,000 with an extended contract of five additional days. At the high school (8) the Model Teachers will be content-area leaders and members of the district leadership team. The middle school Model Teachers (6) and the elementary school Model Teachers (6) will be grade level leaders and also will be members of the district leadership team. The district has budgeted \$93,300 for these positions.

Additional leadership positions will included Authentic Intellectual Work (AIW) team leaders. These leaders will meet and work regularly with building AIW teams to ensure that the AIW framework is implemented with integrity. These positions would be considered model teachers but compensated with a \$1,000 stipend and no extended contract. The district has budgeted \$15,200 for these positions.

Model Teachers that focus on interventions for at-risk students will be compensated with a \$1,000 stipend and no extended contract. The district has budgeted \$16,300 for these positions.

Staff members may apply for and fill more than one of the Model Teacher Roles.

Mentor Teachers: Mentor Teachers will identified on an as need basis. Mentor Teachers will be compensated with a \$1,000 stipend and no extended contract. The district has budgeted \$3,500 for these positions

Professional Development: Professional development will be focused what the teacher leadership identifies, based on data, as the needs of district, each learning center, and the individual needs of staff members. The professional development opportunities will be measured by cost versus benefit. The cost of opportunity in fees, and other costs plus the cost of staff being out of the classroom is measured by the return to the to the teacher’s implementation of their learning in the classroom. Opportunities will be aligned with the goals and objectives of the building level and district level professional development. The district will budget professional development opportunities from the district’s Teacher Quality Professional Development funding and the remaining TLC allocation (\$7,800).

Total Budget:

FY 16 Budget enrollment (BE)	1,140.9	students
TLC Per Pupil Allocation	\$ 313	
TLC Allocation (FY16 BE)	\$ 356,658	Approx.
Instructional Coach (2)	\$ 140,000	
Technology Integrationist	\$ 70,000	
Model Teacher @\$2000 (20)	\$ 47,000	
Model Teacher @\$1000 (36)	\$ 42,000	
Mentor Teachers	\$ 3,500.00	
	\$ 348,800	